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ABSTRACT

The book describes a project designed to develop, pilot, and assess a prototypic career education model to prepare handicapped children and youth for new careers in communication and media-related occupations. Some methodological issues are described, along with the construction and evaluation of the program model and the development, implementation, and evaluation of the model program. Model components found to be effective are reviewed and include the coupling of a skill training aide procedure with the curriculum to double class enrollment. Among the overall findings reported are that the model can be merged with ongoing public school programs at all levels; can be implemented in a cost-effective fashion; and can have a positive impact on student, teacher, employer, and program development. Most of the document consists of appendixes, which include the program model itself, along with a needs assessment package, teacher in-service materials, parent and community materials, curricular materials for grades 1-12, a synthesis of information and translation of findings into suggested activity, and an external review package. (DLS)

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Final Report

Contract No. 300760006

PROGRAM MODEL IN NEW CAREERS FOR HANDICAPPED CHILDREN AND YOUTH

(COMMUNICATION AND MEDIA CLUSTER)

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The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent Office of Education position or policy.

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PREFACE AND ACKNOWLEDGEMENTS

The specifications for this project originated in the Fiscal Year 1975 research program of the Office of Education. The project manager for the Bureau of Education for the Handicapped and the Bureau of Occupational and Adult Education was Dr. Melville J. Appell. The authors would like to express a special thanks to Dr. Appell for his patience, timely comments and support during the course of the project.

The work was performed by Ms. Rose M. Etheridge, Mr. James H. Hughes, Mr. John R. Poe, Ms. Doris M. Lange, Ms. Olivia Ludington and Mr. Eric Rice in the North Carolina office of System Sciences, Inc.

A special note of thanks is extended to personnel of the Shelby City Schools, Shelby, N.C., for their comments, assistance and support. More particularly, the contributions of Superintendent Malcolm Brown, and Director of Federal Programs and Special Education Ms. Juanita Burns, and Director of Occupational Education Mr. Graham Phifer were particularly critical to the overall viability of the program model. Interested readers are welcome to contact these local school personnel concerning their judgments about project strategies or to access supplementary and informal information.

Grateful acknowledgement is made for the cooperation and suggestions from many vocational and special educators at local, state and federal levels, who provided valuable insight into the practical and theoretical problems of achieving the objectives of the proposed project. Project staff would particularly like to thank Dr. Robert M. Worthington of Career Development Associates, Dr. James L. Paul of the University of North Carolina at Chapel Hill, Mr. Jim Lunsford of the North Carolina Department of Public Instruction, Dr. James Morrow of Western Carolina University, Dr. Joseph Clary of North Carolina State University, Ms. Cleo Johnson of Central Michigan University and Dr. Kenneth Fishell of the University of Vermont for their assistance.

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READER'S GUIDE

This document has been prepared in a number of sections and bound in a loose-leaf binder in order to facilitate reading and encourage use. The first section is the Final Technical Report and contains a description and explanation of the various procedures undertaken by project staff in the development of the Collaborative Model. This section also includes findings based on the pilot implementation and the various evaluations of the model; in addition, it contains a brief description of the model and a statement of the underlying assumptions that functioned to direct model development.

Appendix A is the description of the program model and has been written such that it can be used as a free-standing document. In addition to the description, this section provides information upon which a local administrator can base an implementation decision.

Appendices B, C, D, E, F, G, and H provide materials prepared for use with/in the program model. However, several of these materials can be used independently of the others. For example, Appendix B, the Needs Assessment Package, received excellent reviews and is sufficient to provide planning information for the implementation of most career education projects. Likewise, the curricular materials included in Appendices E and F provide a wide range of topics from which educators can select different areas of emphasis. To facilitate such selection, materials have been prepared by grade level and career education subject area, i.e., self-awareness, social awareness, career awareness, specific skills (values clarification, decision-making, economic skills, job-getting skills, job-keeping skills and vocational skills). You are encouraged to review the materials with the intention of selecting a portion of the overall program as an initial implementation. Suggested timetables, costs and other pertinent implementation information are presented in Appendix A.

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I. INTRODUCTION

PURPOSE

The general purpose of this research project was to develop a program model, and subsequent model program, that would provide career education experiences to all students enrolled in a local school system. The model was to exhibit the following characteristics: (a) focus on the development of new careers in the cluster area of communication and media; (b) provide a comprehensive and integrated delivery system, involving all pertinent parties, for the provision of services; (c) be transportable to other sites and situations; (d) include necessary programmatic materials; and (e) be piloted/operational in a local education agency (LEA).

NEED

The need to devise such a model resulted from the intersection of three social forces: (a) the large population of handicapped persons, (b) litigation and legislation pertaining to the education of this population and (c) the potential costs and benefits of serving or failing to serve this population.

An estimated 46 million handicapped persons lived in the United States in 1976. Of that number, perhaps as many as 7 million were school age children. This figure, however, was subject to variation. For example, testimony from the House hearings on appropriations placed the figure at approximately 3.75 million children (Hearings, 1975), while other estimates set the figure more nearly at 10% of the total school population or 4.7 million students (Golladay, 1976). Whichever, the target population was sizable.

The compelling forces behind the movement to provide equal educational opportunities for handicapped children have been litigation and legislation. Litigation involving the right to education has been introduced in two-thirds of the states with results that guarantee that all children, regardless of handicapping condition have a right to free, public supported education. Litigation involving the placement of children resulted in the introduction of "the least restrictive environment" concept and a renewed emphasis on mainstreaming.

In 1976, 49 states had legislation mandating some kind of educational services for handicapped children; only Mississippi retained permissive legislation. Additionally, a number of states have enacted more comprehensive educational legislation in recent years requiring the states to assume greater responsibility for educating all handicapped children and specifically emphasizing individual diagnostic, instructional and evaluative services. Michigan's mandate even includes a stipulation requiring the provision of appropriate vocational education services.

At the federal level, two highly significant bills have been signed into law which impact on the need for a program model to provide career education to the handicapped. The most recent legislation, The Education of All Handicapped Children Act of 1975, P.L. 94-142, requires that all handicapped children have available to them a free, appropriate, public education which emphasizes special education and related services to meet their unique needs. The term "free and appropriate public education" means special education and related services which (a) have been provided at public expense, under public supervision and direction without charge, (b) meet the standards of the state educational agency, (c) include an appropriate pre-school, elementary, or secondary school education in the state involved, (d) are provided in conformity with an individualized education program, and (e) are administered in the least restrictive environment.

The second highly significant piece of federal legislation is The Education Amendments of 1974, P.L. 93-380, particularly as these amendments relate to career education. For example, in Section 406 of this Act, language specifically focused on the topic of career education expressed the sense of the Congress as the following:

> "[it is] ... the obligation of each Local Education Agency to provide that preparation for all children (including handicapped children and all other children who are educationally disadvantaged) within the school district of such an agency ... that is designed to prepare each child for maximum employment and participation in our society according to his or her ability."

Indeed, Congress has recognized the need to provide career orientation and training to the handicapped in order to maximize their self-sufficiency and to permit them to become productive and functional members of society. Traditionally, in spite of the Bureau of Education for the Handicapped priorities to stress career education and the Congressional mandate to spend the 10% set-aside portion of vocational education funds for programs for the handicapped, relatively few individuals have benefitted from such programs. For example, during 1974 some 13 million individuals received vocational education services, but less than 2% of them were handicapped (Staats, 1976).

BEH estimates suggested that without career education, "approximately 37 percent or 2.5 million handicapped youth leaving school between 1972 and 1976 will be unemployed, on welfare, totally dependent or otherwise idle much of the time" (Staats, 1974). Other estimates suggest that 1 in 4 would be fully employed or attending some type of postsecondary institution; 40% would be underemployed; another 25% would require public assistance (Martin, 1971).

The chief contributing factors to this failure to provide appropriate career and vocational education experiences have been (a) "the vast majority of public and special schools lacked a coordinated curriculum which provided sequential development of vocational knowledges, skills and attitudes" and (b) "few ... staff were available [able] to assess student ability to perform successfully in certain occupations or to modify work tasks so that they might be performed by the handicapped" (Staats, 1974).

Similar concerns were echoed in the recent "Training Educators for the Handicapped: A Need to Redirect Federal Programs." According to data presented in this report, vocational educators needed to receive instruction on (a) dealing effectively with the handicapped especially in the areas of overcoming stereotypes and negative attitudes toward students with handicapping conditions and (b) providing appropriate instructional materials and techniques. It was estimated that the "vast majority of regular vocational teachers in 78% of the nation's school districts with enrollments exceeding 300 did not have sufficient training in instructing the handicapped and the majority of teachers in the remaining districts had only marginal training" (Staats, 1976).

GOAL, OBJECTIVES AND EXPECTED BENEFITS

This research project was therefore geared to devise a program model that provided career educational experiences to all children, regardless of handicapping condition. The specific goal and objectives were as follows:

Goal: Develop and document a comprehensive prototypic program model for implementation of a life-work career education program in a community, utilizing the school as the principal delivery system.

Objectives:

1. Create a sequential program of personalized curricular materials and procedures that imparts career awareness/exploration, self awareness, social awareness and specific skill* training to all° students, regardless of handicapping condition;
2. Organize a personalized career growth program that focuses on individual diagnosis, assessment, prescription, counseling and guidance for handicapped children and which culminates in job placement and follow-up;
3. Construct an extensive in-service training program that enables all teachers to better meet the needs of handicapped children through use of the model curriculum and procedures, adaptation of on-going curriculum, and change in attitude; and
4. Devise procedures and techniques that educate and incorporate the community into the overall program.

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* "Skill" in this instance means not just vocational skill, but also those life skills necessary for a functional adult.

° The primary goal is providing services to handicapped children; there should be serendipitous effects on all other children.

Expected Benefits: Benefits expected to be derived from the model included the following:

1. Personal Development--The project will optimize the opportunities for handicapped students to become fully functional members of the school and community. It will not only create a situation of equal access through community involvement, but also will create a situation of equal opportunity by making handicapped students aware of their potential by expanding horizons, interests and skills in new jobs, particularly in communication and media occupations.

2. Program Model and Model Program--The project will result in construction of a program model and model program that combines the materials, techniques and procedures for a comprehensive career education program for all children with particular concern for handicapped children; the model will emphasize the communication and media cluster of occupations. This means that student curriculum and instructional materials, staff in-service materials, community materials, support services, and administrative techniques and materials will be developed, assessed, revised and packaged for inclusion in the model.

3. Systems Integration--The project will provide the opportunity, the structure and the focus for forging an interdependence of home, school and community in providing a comprehensive program of career oriented services for handicapped students. The school will be utilized as the principal delivery vehicle (coordinator) for the provision of services.

4. Transportability and Validity--The model will be constructed and packaged in a manner that facilitates both informed decisions about adapting the model and ease of implementing the model in other local education agencies. In addition, the implementation, assessment and revision of the model will validate its practicality and enhance transportability.

II. METHODS AND PROCEDURES

METHODOLOGICAL ISSUES

Four methodological issues were of particular concern to project staff during the course of this research: the program model versus model program issue; the practical versus theoretical program issue; the definitional issue; and the issue of selecting a specific model or paradigm. Each issue is discussed briefly below.

Program Model Versus Model Program

The notion of program model denotes a generic paradigm of components which were drawn from the literature, which have specific functions and defined relationships to other components, and which, when taken together, constitute a program outline. Construction of a program model is more basic research than development.

The notion of a model program denotes a set of procedures, techniques and materials which, when combined in specified ways, have the potential for achieving stated objectives in a practical setting. Construction of a model program is more development than basic research. Further, a model program can result from the operationalization of a program model.

The research and development activities necessary to accomplish construction of either the program model or the model program were somewhat different than the activities necessary to achieve construction of the other type program. Likewise, the products were somewhat different in that the program model products could be as simple as a listing of components with related guidelines about "what to do when." Model program products had to include all materials as well as directions necessary for implementing and operating the model.

This research and development project required the construction, implementation and assessment of both a program model and a model program for providing career education to all children in a school system with particular emphasis on the handicapped, while utilizing the communication and media cluster of occupations.

Theoretical Versus Practical

Closely related to the program model/model program issue was the methodological issue of theoretical versus practical. Too often totally logical or ideal programs and ideas do not correspond with the day-to-day practicalities of running educational programs. Conversely, model programs adapted to the day-to-day settings are too often not transportable. In this particular instance, the program model/model program was developed in conjunction with the local school system in which it was piloted. Components, strategies and materials were based on a compromise of practical and theoretical ideas. The result was a program that could and does work in the day-to-day setting, yet was grounded in the literature as well as current practice.

Selection of a Paradigm

The methodological issue of the selection of an appropriate paradigm was a two-pronged issue. First, there was the difficulty of merging the mission, techniques and expertise of special education, vocational education, academic education, career education, and the competencies/experiences related to communication and media. This difficulty was compounded by the evolving concept of career education.

Second, there was difficulty in deciding on an overall "model" strategy to serve as a delivery system focus for the provision of services. For example, there was justification for adapting any of the following models as a framework for program development: planning, mainstreaming, advocacy, community-based, systems or curricular.

Paradigm problems were resolved by (a) expanding upon the special education program within the selected LEA and (b) developing an eclectic model that combined elements of many discrete models into a functional system. Selection of the school as the coordinating element in the provision of services facilitated development of the eclectic model.

Definition

The term "model" in social science research has become problematic with the increasing divorce between empirical research and theory building. A review of research literature on the topic of models produced a series of definitions, none of which was entirely satisfactory. However, a synthesis of these definitions resulted in a representational scheme which served to organize research activities necessary for program development.

For purposes of this project, the term model was viewed as an ordering of information which is structurally differentiated from theory and from empirical reality, yet conceptually located between the two. The primary concern of a model rests with questions of description rather than questions of explanation. However, it is not simply the descriptive statement of "what" as is the case within the empirical realm; models must also account for the question of "how." That is, a model is one means of constructing a logical system of empirical realities/questions into a relational system that has potential for operationalization in order to achieve some pre-specified end. Therefore, the criteria against which models must be judged are those of usefulness rather than "truthfulness." It follows that models are more descriptive than predictive, although models do provide a framework through which limited experiments and evaluation--and therein prediction--can be conducted. Further, the "conceptual mapping" function which models serve constitutes one means of summarizing and relating facts and locating gaps in theory and practice.

The usefulness of a model can be assessed best by examining three components of usefulness: (a) deployability or the degree to which the model can be used in a new setting; (b) scope or the range of phenomenon to which it is applicable; and (c) precision or the degree to which the model can be operationalized, including the derivation of expected benefits.

GENERAL APPROACH

A multi-phased research activity, as depicted in Fig. 1, constituted the general approach for the project. As noted in the diagram, information derived through implementation and assessment of the program model as a model program was utilized in revision of both the program model and the model program. After revision of the program model, the model was subjected to several reviews before submission of this final report.

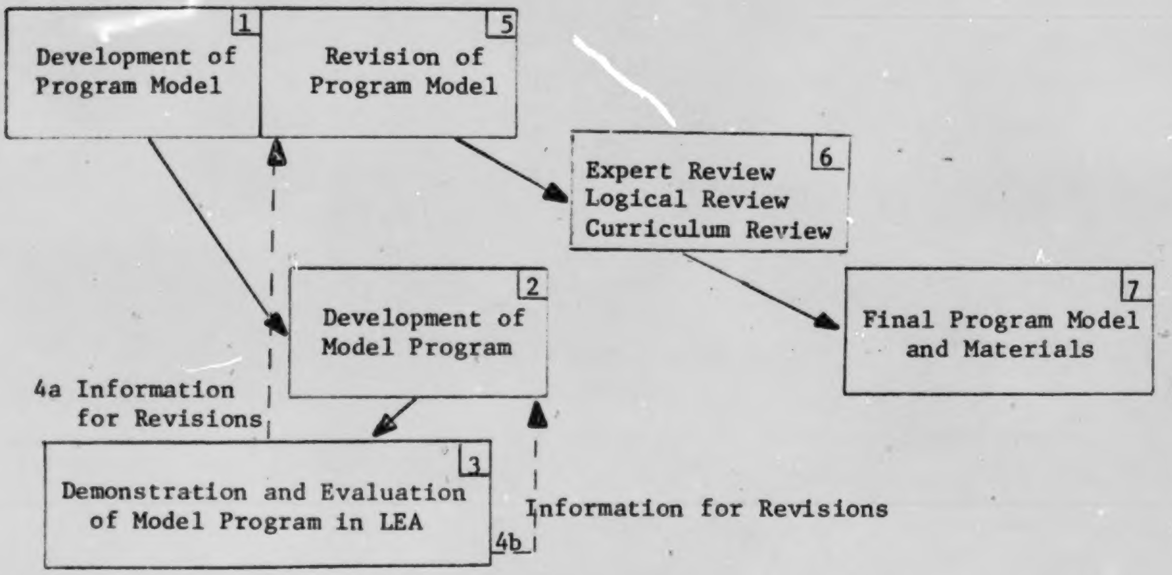
1
Development of Program Model
5
Revision of Program Model
6
Expert Review
Logical Review
Curriculum Review
2
Development of Model Program
7
Final Program Model and Materials
4a Information for Revisions
3
Demonstration and Evaluation of Model Program in LEA
4b
Information for Revisions

Fig. 1. General Approach for Research Activity

SPECIFIC PROCEDURES

Given the resolution of the methodological issues, the goals and objectives of the project, and the general approach for the research activity, a series of specific research tasks were devised for constructing, implementing and evaluating the program model and model program. The tasks were divided into three categories of activity: construction of the program model; development, implementation and evaluation of the model program; and evaluation of the program model. An outline of the activities undertaken within each of these categories is presented in Fig. 2, An Overview of Specific Activities.

METHOD OR PROCEDURE	ACTIVITY	PERSONNEL/SOURCES	PURPOSES
1. Construction of the Program Model	a) Literature Review	Project Staff (1000 sources)	1) Identify major topics/issues 2) Collect useful ideas and specifics for program development 3) Construct a general set of recommended procedures about each issue and topic
	b) Project Review	Project Staff (200 projects)	1) Collect useful ideas for incorporation into program model 2) Define the parameters of transportability
2. Development, Implementation and Evaluation of the Model Program	a) Practitioner Review	1) Local teachers, administrators, counselors, parents and advisory group	Adequacy, efficiency, validity, utility, transportability, effect, cost and continued implementation of the model program
	b) Empirical Review	2) Pre- and post- or simply post-assessment of model materials and components with "user" groups	
3. Revision and Evaluation of the Program Model	a) Evaluation of the Model Program	1) Conducted by project staff utilizing each of the procedures noted above under Method #2	Adequacy, efficiency, validity, utility and transportability of the program model
	b) Expert Review	2) Structured evaluation by local school personnel, special educators and communication/media specialists	
	c) Logical Analysis	3) Comparison of materials with job requirements, other curricular projects, school personnel and internal consistency	
	d) Consumer Review	4) CHI Advisory Committee	

Fig. 2. An Overview of Specific Activities

CONSTRUCTION OF THE PROGRAM MODEL

As noted in Fig. 2, An Overview of Specific Activities, work related to the initial construction of the program model centered on conducting an extensive review of the literature and on collecting/adapting procedures and ideas from ongoing career education programs, located nationwide. Among the purposes of such activities were the identification of critical issues, important specifics and necessary conditions related to development and implementation of a program model that would meet project specifications.

Project staff conducted an extensive literature review of information dating from 1970 in the areas of education of the handicapped, career education, vocational education, communication and media, and relevant academic educational areas of concern. Among the sources that were accessed for information were: the Educational Resources Information Center, the Abstracts of Instructional and Research Materials in Vocational and Technical Education, the Exceptional Children Education Abstracts, the Bureau of Labor Statistics Information, the Current Index of Journals in Education, the Sociological Abstracts, the Psychological Abstracts, and Business Abstracts, as well as previously compiled bibliographies on career education and State/National Advisory Council publications.

Over 1,000 reference articles were identified and reviewed by project staff. Approximately 300 were selected as directly useful to the project. The information was synthesized and grouped by major issue with emergent topical areas as follows:

1) Major conceptual issues in career education, particularly as they relate to the handicapped population:
    a) Guidance and counseling
    b) Diagnosis and testing
    c) Evaluation
    d) Needs assessment
    e) Placement and follow-up
    f) Mainstreaming
    g) Curriculum

2) Major conceptual issues in communication and media, particularly as they relate to jobs, occupations and skill levels within the cluster:

   a) Jobs in cluster
   b) Curriculum development relative to these jobs
   c) Facilities and equipment
   d) General imperatives

3) Major issues/strategies related to work stereotyping of persons with handicapping conditions:

   a) Attitudes of employers
   b) Attitudes of public
   c) Means to impact on attitudes

4) Program functions and/or elements that have a high probability of facilitating or inhibiting program success:

   a) Listing of elements
   b) Some specifics

5) Information about curriculum development K-12:

   a) Format/method
   b) Content

6) Information relative to in-service teacher training as well as parent and employer training:

   a) Teacher in-service ideas
   b) Parents and community

Specific information related to each topic and issue listed above was used to (a) identify major topics and issues related to the project; (b) summarize the current state-of-the-art with regard to these topics and issues; (c) collect ideas useful in constructing the program model and model program; and (d) construct a general set of recommended procedures concerning each issue and topic. Synthesized information, constructed as a general set of procedures, is presented in Appendix G of this report and was used in program model construction.

The project review task involved accessing data from information sources and contacting projects from around the nation. The primary sources used to identify projects were the Educational Resources Information Center materials, the Federal Assistance for Programs Serving the Handicapped, The Career Education: How to Do It, the Career Education for the Handicapped 1964-1974, Volumes I and II, the Smithsonian Science Information Exchange Career Education and contacts with federal, state and local special and career educators.

Information was reviewed in order to identy potentially useful program elements with a high possibility of transportability and recombination within the framework of a comprehensive career education program that met the goals and constraints of this research project. Results of this investigation of several hundred projects were incorporated into the model design.

DEVELOPMENT, IMPLEMENTATION AND EVALUATION OF THE MODEL PROGRAM

Given the construction of the program model, project staff, in conjunction with a selected Local Education Agency, developed, implemented and evaluated a model program based on the specifics of the program model. The model program utilized most of the procedures, techniques and materials that comprised the program model. The model program was evaluated through several procedures, including extensive practitioner review and, when possible, empirical analysis.

Results from these procedures served the functions of formative evaluation in that they were used to revise/expand the program model, as well as amend the ongoing model program within the selected LEA.

Practitioner Review

Local school system personnel were utilized to evaluate the various components and materials of the model program that affected them in the discharge of their responsibilities. This review included analysis of segments including the curricular materials, the in-service materials, the needs assessment package, and the counseling procedures. The review, accomplished in structured reaction sessions, included reading, use, editing, rating and validation of materials.

Empirical Review

A comprehensive empirical review of the program model/model program would have required a longitudinal effort spread over several years. Since this design was not possible, smaller, more discrete portions of the model were implemented and empirically assessed. Empirical examination included review of student grades; investigation of student content, attitude and opinion acquisition; attention to student interest and enrollment patterns; employer reactions; numbers of students securing employment; administrator evaluation of program elements; and use of program materials and elements. For example, the total planning component was assessed empirically according to costs and benefits; curriculum and the special aide program were implemented at the 11th and 12th grade levels and assessed in terms of student outcomes (employment, grades and interest), enrollment responses and school personnel reaction.

Summaries of selected portions of the model program evaluation, together with the implications of the findings for the program model are presented in Section III, Results.

EVALUATION OF THE PROGRAM MODEL

The review of the program model was accomplished through four procedures: (a) the evaluation of the model program; (b) expert review; (c) logical analysis; and (d) consumer review.

Evaluation of the Model Program

The evaluation of the model program was conducted in accordance with the procedures outlined above and served to produce not only information useful in amending/transforming the actual model program, but also information useful in revising the program model.

Expert Review

Expert review of the program model was conducted to assess the overall validity of the model. The review featured local school personnel, special educators, career/vocational education specialists, specialists in communication and media and project staff. Each participant was required to submit a brief written evaluation of the program model with specific comments addressed to the following areas of concern:

1) Are the assumptions and rationale clearly spelled out?

2) Are the goals justified in terms of your understanding of career education, communication and media, and meeting the needs of the handicapped?

3) Please assess the planning and needs assessment process and information.

4) Please evaluate the conceptual adequacy of the program model. Comments on strengths and weaknesses. What other components might be included?

5) Are the components of the program model adequate?

6) Which articulation mechanisms for uniting the elements are adequate and which are inadequate?

7) What other mechanisms might be included? Are there others that make better sense in terms of the chosen components and elements?

8) What sections of the model need to be strengthened and how?

9) How can the information be presented more clearly?

10) Is the description of method sufficient and how might it be improved?

11) Please list three ways you would improve the program model.

In addition, each reviewer was asked to evaluate the plan, procedures and materials for each of the following special program model areas: (a) the curricular materials, e.g., sufficiency, completeness, content, format, sequence, language, scope and congruence; (b) community procedures and materials; (c) counseling procedures; (d) in-service program and materials; and (e) other integrated support services procedures.

Logical Analysis

Evaluation by means of logical analysis was initiated for several of the elements and materials utilized in the program model. For example, the evaluation of the curriculum component required procedures such as task analysis, materials review and comparison, and the coordination of objectives and materials. The task analysis involved interviewing and observing professionals at several of the jobs selected for inclusion on the exploration/awareness/training continuum. Work activity was specified at the task, operations and skills levels; the information was arranged sequentially and aligned with model materials and the on-going school curriculum. The materials review and comparison required examining materials prepared for the program model in conjunction with materials prepared by other projects such as Project Price (Brolin, 1974) or Project Career Handicapped (Rotman, 1973). The coordination of objectives and materials required comparing prepared materials with system-wide, grade-wide and teacher-wide objectives related to career education, communication and media, and serving the handicapped. In addition, this last procedure served as a check for internal consistency within prepared materials.

Consumer Review

The project featured an Advisory Committee composed of educators, business persons, parents of handicapped students and educational specialists. This committee functioned to provide guidance, access and review for the development of aspects of the program model. Review was accomplished through a series of structured meetings, each addressed to different model components.

III. RESULTS

The Results chapter of this final report is presented in four sections in order to facilitate reading: (a) sketch of the program model; (b) implementation and evaluation of the model program; (c) implications for the program model; and (d) evaluation of the program model.

SKETCH OF THE PROGRAM MODEL

After conducting a thorough review of the literature and of ongoing related career education programs, project staff constructed the program model. The model was comprised of five components, each of which included a series of procedures, techniques and materials. The program model was constructed through a form of logical analysis that constituted a conceptual goodness-of-fit test and addressed questions such as possible paradigms, assumptions, goals, justification, program components, procedures and materials. The basic process involved investigation/selection/adaptation of ideas; the comparison of these ideas for internal consistency and to the overall program model criteria; development of a general rationale statement; and construction of the program model.

The general program model criteria against which ideas, approaches and procedures had to be compared were constructed from legal requirements, contract/proposal stipulations and imperatives from the literature. The criteria included the following items:

1) The school was to serve as the principal agency in the delivery system;

2) The model had to be "mergable" into the ongoing program and mission of the school;

3) The model had to involve the community in the provision of services;

4) The model had to have potential for transportability/implementation in a number of school systems, varying by location, size, student population and so forth;

5) The model had to include a sequential, prescribed curriculum, but could not be limited only to curricular development; and

6) The model had to focus particular attention on the handicapped student, but had to be generally applicable to all students within the school system. Further, the model was not to single out, segregate or call "undue" attention to handicapped participants; students were to be served in the least restrictive environment.

An example of how the analysis of logical consistency was utilized centered on selecting a general paradigm for model design. The review of the literature revealed that the Child Advocacy prototype was one possible paradigm; in fact, this model received considerable support as a basic framework for a program model. Information in the literature explained that Child Advocacy is a social movement for children similar to the civil rights and women's rights movements; but Child Advocacy is for children rather than of or by children. The movement is predicated on (a) the humanness of children, (b) the gap between children's needs and their ability to "do for themselves," and (c) the inertia of well-intended resistant-to-change, potentially debilitating existing services that favor the interest of the system at the expense of the child. The advocacy approach resists viewing the problem as centered within the child and examines the ecology of the child to identify means of growth and development. Often, this prototype includes an ombudsperson who is responsible for the child and who accesses/addresses various agencies within the community for specific services on behalf of the child.

When the requirements of the Child Advocacy prototype were compared and contrasted to the general criteria developed for the program model, the Child Advocacy paradigm was logically rejected as the primary basis for the model because: (a) the program model had to be primarily school-based and coordinated; (b) the model had to be "mergable" with the ongoing program and mission of the school; (c) the advocacy prototype was more service than training oriented; and (d) the advocacy prototype tends to call undue attention to handicapped students. Similar analysis was applied to the possible paradigms of curricular materials, community-based education, planning models, systems models and mainstreaming.

When the review of logical analysis was applied to questions such as goals, assumptions, ideal outcomes, and so forth, a set of information was produced and developed into a rationale for the program model. This rationale statement, as well as a detailed description of the program model, is presented in Appendix A of this Final Report.

The program model proceeds from the ecological perspective and is best described as an eclectic approach that combines elements of mainstreaming, curricular, child advocacy, planning and systems models. Complete implementation of the program model is recommended as a 15-month effort and can be fully accomplished for approximately $30,000 per school; calculations are based on a school system size of seven schools (e.g., four elementary, two junior high schools and one senior high school), 200 teachers and 5,000 students. Many of the program components can be implemented for considerably less money per school. Cost specifics and suggested timing for component and element/strategy implementation are included in the description of the program model presented in Appendix A.

The program model is composed of five components: planning, systemic adaptations, training, integrated support services and evaluation. Each of these components contains several elements or strategies. A skeletal diagram of the program model is presented in Fig. 3, The Collaborative Model.

Specifics concerning each component, element and strategy in terms of description, personnel involved, cost, implementation and benefits/potential are included in Appendix A of this Final Report.

DEVELOPMENT, IMPLEMENTATION AND EVALUATION OF THE MODEL PROGRAM

The model program that was implemented and evaluated was highly similar to the proposed program model. Divergence from the program model arose primarily due to cost and time considerations, even though the pilot school system provided considerably more time and resources to the pilot implementation than was originally anticipated. The principal areas of divergence were: (a) an abbreviated counseling program due to the

Component	Element	Strategy/Strategies
1. PLANNING	a. Needs Assessment Package	1. Employer attitude 2. Parent awareness 3. Facilities/equipment 4. Teacher competency 5. Curriculum 6. Guidance and counseling
	b. Occupation and Labor Market Analysis	1. Jobs available 2. Employment needs
	c. Target Population	1. Enrollments by grade and handicap 2. Aggregated strengths/weaknesses of population
2. SYSTEMIC ADAPTATION	a. Placement Program	1. Identifying 2. Screening 3. Assessing 4. Placing handicapped students 5. Due process
	b. Diagnostic Program	1. Comprehensive school-wide testing 2. Specific assessment of handicapped
	c. Diagnostic/Prescriptive Teacher	- Special education, career education specialist per school for direct services and technical assistance
	d. Skill Training Aide	- Teaching assistant per skill training class to assist handicapped students
	e. Curricular Reorganization	- Revision of total curriculum and involvement of all staff according to school accreditation guidelines
3. TRAINING	a. Student Curriculum Grades 1-6 Grades 7-10 Grades 11-12	- Outline and specific materials addressing topics of self awareness, career awareness, special awareness and skill training (e.g., decision-making, values clarification, economic awareness, job getting, job keeping and vocational skills), for each grade level
	b. In-Service Staff Development Program	- Outline and materials for a year-long in-service program which addresses a dozen areas of teacher competency and concern

Fig. 3. The Collaborative Model

Component	Element	Strategy/Strategies
4. INTEGRATED SUPPORT SERVICES	a. Guidance, Counseling and Placement Program	1. Use of formal curriculum 2. Individual and group counseling 3. Career days/conferences 4. Job file 5. Resource room and teacher assistance 6. Newsletter 7. Family counseling 8. Job placement bureau
	b. Parent Involvement	1. Development of IEP's 2. Parent Advisory Group (evaluation, participation, committees, parent/teacher workshop)
	c. Involvement of Business Community	1. Resource file 2. Shadow study 3. Floating skill-training stations 4. Placement and follow-up 5. Teacher "exchange days"
	d. Cross-Age Tutoring and Goal Setting	1. High school tutoring project 2. Goal setting conferences
5. EVALUATION	a. Formative Procedures b. Summative Procedures	– Student achievement; enrollment; teacher opinion, confidence and competency; parent/employer opinion; prescription development; expert/third party review.

Fig. 3. The Collaborative Model (Continued)

unavailability of a "vocational" counselor; (b) an abbreviated school-wide testing program due to cost; (c) a selective in-service education program that utilized only some of the selected procedures and materials due to time and cost; (d) selective use of the curricular materials, grades one through twelve, due to limited time; and (e) selective use of parent and employment involvement due to limited time and money.

Evaluation and review of the model program was achieved through the evaluation procedures of a practitioner review and empirical analysis. Figure 4 presents the components, elements and strategies employed in the model program, together with the evaluation procedures used with each. The major findings derived through the model program review are included in the following discussions of components and evaluation procedures.

In general, school personnel, particularly teachers and administrators involved with grades 7 through 12,received the idea, concept and practice of this model program enthusiastically. Goals, materials and procedures received continued verbal, time/effort and fiscal support; local education officials continued a number of program elements with local monies after conclusion of the pilot. Negative reactions were registered only at the elementary school level. Continued investigation attributed the cause of these negative reactions to: (a) apprehension and unfamiliarity about working with handicapped students; (b) concern about a possible increase in workload; (c) recollections about an earlier "unsuccessful" career education experience; and (d) a lack of confidence in and receptivity for the concept of career education. Overall, the program model was well received.

Planning

The planning component, particulary the needs assessment package, was particularly well received by LEA personnel. The instruments and procedure generated necessary data for program implementation, as well as provided a series of useful by-products. The curriculum evaluation, the employer attitude and work/training opportunities and the facilities/equipment/materials

Model Program Components, Elements and Strategies	Used In Model Program	Evaluation Procedure	
		Practioner Review	Empirical Review
PLANNING			
1) Needs Assessment Package			
a) Employer Attitude	✓	✓	✓
b) Parent Awareness	✓	✓	✓
c) Facilities/Equipment	✓	✓	✓
d) Teacher Competency	✓	✓	✓
e) Curriculum	✓	✓	✓
f) Guidance & Counseling	✓	✓	✓
2) Occupational and Labor Market Analysis			
a) Employer Survey	✓	✓	✓
b) Employment Security Commission	✓	✓	✓
c) SSI Data Projections	✓	✓	✓
3) Target Population			
a) Enrollment by Grade/Handicap	✓	✓	✓
b) Aggregate Diagnostic Evaluation	✓	✓	✓
SYSTEM ADAPTATION			
1) Placement Program	✓	✓	
2) Diagnostic Program	✓	✓	
3) Diagnostic/Prescriptive Teacher	✓	✓	✓
4) Skill Training Aide	✓	✓	✓
5) Curricular Reorganization	✓	✓	
TRAINING			
1) Student Curriculum			
a) Grades 1-6	✓*	✓	
b) Grades 7-10	✓*	✓	
c) Grades 11-12	✓*	✓	✓
2) In-Service Program	✓*	✓	

* Partial use in implementation.

Model Program Components, Elements and Strategies	Used In Model Program	Evaluation Procedure	
		Practioner Review	Empirical Review
INTEGRATED SUPPORT SERVICES			
1) Guidance Counseling and Placement Program			
a) Formal Curriculum	✓	✓	✓
b) Individual/Group Counseling	✓	✓	
c) Career Days/Conferences	✓	✓	✓
d) Job File	✓	✓	✓
e) Resource Room/Teacher Assistance			
f) Newsletter			
g) Family Counseling			
h) Job Placement Bureau			
2) Parent Involvement			
a) Development of IEP's	✓	✓	
b) Parent Advisory Group	✓	✓	✓
3) Involvement of Business Community			
a) Resource File	✓	✓	
b) Shadow Study			
c) Floating Skill-Training Station	✓	✓	
d) Placement and Follow-Up	✓	✓	
e) Teacher "Exchange" Days			
4) Cross-Age Tutoring and Goal Setting			
a) High School Tutoring			
b) Goal Setting Conferences			
EVALUATION			
Formative Procedures	✓	✓	✓
Summative Procedures	✓	✓	

Fig. [illegible] Model Program Review

assessment were judged to have provided particularly useful information. The by-products of these assessments, primarily because the procedures activity involved the business community in the program, were viewed as particularly beneficial. For example, the employer attitude and work/ training opportunities assessment facilitated job placement of students, skill training placement of students, business donations and volunteer assistance offered to the program.

Practitioner opinion was not as supportive of either the labor market and occupational analysis procedures or the analysis of target population procedures as originally designed; however, some attention to these matters was viewed as necessary for program planning and development. Further, implementation of these procedures has the effect of improving the public image of career and vocational education as well as producing needed data. Practitioner response to revised procedures as incorporated into the final program model was much improved.

Empirical review of the planning component featured analyzing the data generated through use of the designated procedures with particular emphasis on the kinds and quality of derived information, costs and potential benefits.

All six needs assessment procedures were employed through strategies ranging from personal interviews to group discussion. Compilation and interpretation of the results revealed areas for programmatic concentration. A summary of the more important findings, together with specifics of the assessment, follows. The costs are salary estimates for LEA's.

Assessment	Cost	Technique	Number
Employer Attitude and Work Training Opportunities	$18/Respondent	Personal Interview	25 Employers

1. Local employers were generally receptive to hiring trained handicapped students; few employers had ever been approached for this purpose.
2. Approximately 50% of the area employers in communication and media occupations had had some experience with handicapped students.
3. There was extremely high turnover (50%) among younger employees; additionally, job demand outstripped supply of qualified labor.
4. The most important employment skill was a non-skill--taking directions; the basic problem was viewed as maturity.

5. Every employer was willing to provide some on-the-job training for a new employee. General knowledge about the equipment and purposes of the job was expected before taking the job, however.

6. Every employer was willing to participate in some manner in the training and placement program; 75% indicated they would provide specific on-the-job training stations for students; few such arrangements existed before the model development.

7. The basic problem was non-experience and fear; after an employer hired one handicapped employee, barriers to future hiring were lessened.

8. There was increasing demand for communication and media people, especially in printing related occupations.

9. Beginning handicapped individuals who had been hired were perceived by employers as having been better prepared skillwise, than non-handicapped beginning employees.

Assessment	Cost	Technique	Number
Curriculum Evaluation	$25.00/Evaluation	Review	12 (Grades 1-12)

1. The elementary and high school career education materials in the LEA were completely inadequate; there were virtually no materials in career education.

2. The skill training curricula were poorly formatted, failed to have objectives, featured materials suited for only one level of students, were not adapted to handicapped needs, were poorly written and were slightly out-dated.

3. The junior high school materials featured learning stations and scored well on other specified variables; however, they were not multi-level, were not adapted to handicapped children and did not adequately reflect the range of occupations in communication and media.

4. Most usable and adaptable curricula included printing skill training, art, English, journalism, social studies and the junior high "block."

Assessment	Cost	Technique	Number
Facilities/Equipment/ Materials Assessment	$50/Facility	Expert Review (5 Professionals)	6 (Grades 7-12)

1. While the equipment, tools and materials were relatively new, they were not those tools with which (on which) students must be trained; for example, multi-lift offset presses had to be added.

2. Tools and equipment were in satisfactory condition; supplemental items such as shelving, lighting and materials at the junior high and high school level were not adequate.

3. Additional equipment and materials had to be added in the junior high school.

4. Skill training space and equipment were poorly organized; the arrangement should more closely reflect space/equipment arrangements in industry.
5. Facilities were underutilized except during the school day, especially at the junior high school.
6. There was potential to expand writing, photography, printing, graphics related industry and so forth.

Assessment	Cost	Technique	Number
Guidance and Counseling Program	$8.00/Assessment	Personal Interview	5 (5 Counselors)

1. A complete battery of tests, except for vocational interest assessments, was offered to students.
2. Individual information on all handicapped students was gathered; few teachers used it.
3. There was little career counseling; a job information system and clearinghouse were suggested.
4. Handicapped students were to be mainstreamed; the prevailing attitude of teachers was one of apprehension bordering on fear.
5. There were few formal placement or follow-up activities and nothing particularly for handicapped students.

Assessment	Cost	Technique	Number
Teacher Competencies/ Skills	$30.00/Session	Group Assessment	3 (45 teachers)

1. Teachers had little knowledge of performance objectives, criterion-referenced instruction, personalized instruction or application of research to classroom practices.
2. Teachers had little practice at involving the community in classroom experiences/needs.
3. In terms of meeting the needs of the handicapped, the following need areas were identified: (a) knowledge of teaching strategies for handicapped children; (b) using supplemental and community resources; (c) dealing with emotional problems; (d) knowledge of needs of handicapped children; (f) use of test and diagnostic/prescriptive results; (g) curriculum for the handicapped; (h) devising learning activities for handicapped children; and (i) setting realistic goals for handicapped children.

Assessment	Cost	Technique	Number
Parent Awareness Opinionnaire	$2.00/Parent	Phone Interview	15 Sets of Parents

1. There was little awareness of career education, but great insistence on teaching work values, career awareness and life and work skills.
2. There was considerable willingness to work with the schools to serve handicapped children.

Copies of the entire Needs Assessment Package are included in Appendix B of this final report.

The occupational and labor market analysis utilized several procedures to collect information about jobs and new jobs for program graduates--especially handicapped graduates. The program model was designed to utilize "new" occupations in communication and media for the handicapped. In such usage, "new" occupations was interpreted to mean emerging occupations in the field of communication and media in general due to growth in technology, (b) occupations in communication and media due to growth of the community, or (c) jobs not traditionally filled by handicapped individuals. Project staff conducted labor market analyses based on each of these three definitions in order to identify the specific jobs for which awareness, exploration and skill training would be provided.

A Contract Research Corporation study, "Identifying and Planning for New and Emerging Occupations: A Suggested Guide" (1976), contained the methodology for "discovering" new and emerging jobs within an occupational area. The major processes through which new occupations emerge were (a) new legislation, (b) new technology, (c) job restructuring, and (d) social change.

When these four processes were applied to the topics of communication and media and to serving the handicapped several new jobs emerged. Analysis revealed that legislation has created/is creating the technical occupation of child advocate. An advocate would collect and disseminate information to individuals and organizations regarding the availability of child aid resources. In addition, such personnel would assist in matching childrens' needs to agency resources, maintain contact after referral, and enhance community awareness relative to unmet needs or duplication of services. This specialist would have to interact effectively with the student, the parents/guardians and officials of the service agency. The specifics for a curriculum geared to this specialty would include, at a minimum, formal training in interpersonal relations, communications, work management, evaluation techniques, counseling/listening, legal rights and handicapped needs.

Technological change has created new communication and media occupations such as computer typesetter and public safety communications operator through industry movement toward use of high speed computers to process more information in less time. Operators must be able to transmit messages on increasingly sophisticated equipment; this will require skills of computer programming and computer operation in addition to the skills of typesetting or operating as a dispatcher. Few personnel occupying either position currently have these skills; therefore, either present employees will require retraining or new employees will be hired. While the overall demand is relatively small, it is estimated that each daily newspaper and each police/fire/public safety office in a city of over 2,000 will require such personnel within the next five years.

Technological change will also produce new jobs in communication and media related to increasingly sophisticated electronics, focusing on both electronic coding and the transmission of information.

Job restructuring is a third process through which new occupations emerge. Restructuring usually occurs when new production processes are introduced or when jobs become increasingly specialized. For communication and media occupations, restructuring has served/is serving to create several new and/or more specialized jobs. For example, in many graphics and print shops, the jobs of lay-out, strip-up, binding and even paper cutting have become specialized areas. While a single employee may be versed in each, increasingly the employees' job activities are restricted to just one job during a given period of time. Such specialization has the effect of (a) permitting employees to be hired who have specialized training in just one area of expertise and (b) increasing the demand for printshop and photographic shop helpers who have a general awareness of many of the specialities but do not possess all of the specific expertise of the specialist.

Another communication and media position arising from restructuring is the media equipment technician. While the demand for persons to fill such positions is still small, prerequisite skills include cataloguing, maintaining and distributing media equipment and software to/with/for agencies who use media equipment for display, teaching or permanent record of information.

Social and institutional change is a fourth means through which new jobs emerge. This method, when applied to communication and media occupations and serving the handicapped, revealed the job of special education aid dealing specifically with communications skills. Such a position is stimulated by the increasing trend of mainstreaming children in classrooms, by the concern that the primary "deficiency" of many handicapped children is their inability to communicate (reading, writing, speaking, listening) as well as their non-handicapped peers, and by the need to attend to the individual needs of each child. This worker must have a concern for children, especially the handicapped; must be able to work cooperatively with the teacher; and must be able to communicate effectively with handicapped children. The demand for persons in this role will witness a dramatic increase in the next five years.

This information on new and emerging jobs was useful for planning because it provided clues to the direction of new jobs. However, because of the highly specialized training required for most of the identified occupations, project staff continued to investigate jobs indicated through other definitions of the word "new."

The second definition of "new" occupations in communication and media was the emergence, in a particular geographic location, of jobs which exist elsewhere, but which are beginning to occur in a new geographic area through increased growth. Analysis of social indicators suggested that use of variables such as geographic location, size of city, industries in area, size and training of labor force and so forth, held little predictive value for either the rate or kind of growth (Black and McCarthy, 1974). However, use of variables such as income level of workers in the area, types of work performed and so forth, permitted limited general predictions. Application of the latter variables applied to North Carolina revealed that 88% of the industry in the next five years will be the same general low wage, labor intensive, low value added traditional jobs and industries that have developed over the last 10 to 20 years (Moriarity, 1976). In communication and media in the pilot location, this means working primarily in printshops or advertising.

This finding added emphasis to the third definition of new jobs, jobs resulting from growth or replacement within the present business/ industry/manufacturing structure, but which traditionally have not been filled by persons with handicapping conditions.

Identification of these jobs was derived through three methods: (a) Employment Security Commission data for the target city, immediate area and the Standard Metropolitan Statistical Area; (b) use of the North Carolina State Department of Public Instruction job estimating system for vocational education, developed by System Sciences, Inc.; and (c) a survey of area employers regarding job openings and expected openings over the next one- and five-year periods. For this assessment, the immediate area was limited primarily to the surrounding and adjoining counties since research suggests that 95% of the handicapped and disadvantaged students remain within a 10-mile radius of their home for employment (Arnold, 1974).

The results of these assessments of new jobs are presented in Table 1, Demand for Workers in Communication and Media Occupations. This chart includes total projected openings due to growth and replacement. The last column of the chart indicates those occupations for program concentration according to labor market analysis.

Table 1

DEMAND FOR WORKERS IN COMMUNICATION AND MEDIA OCCUPATIONS AS DERIVED BY PROJECT METHODS

COMMUNICATION AND MEDIA JOB TITLES	EMPLOYMENT SECURITY COMMISSION FINDINGS			STATE DEPT. OF PUBLIC INSTRUCTION 1977 (Estimated)	LOCAL EMPLOYER SURVEY		IDENTIFIED AS NEW AND EMERGING	JOBS SELECTED FOR CAREER EDUCATION CONCENTRATION	JOBS SELECTED FOR VOC. EDUCATION CONCENTRATION
	County		SMSA (All) in 1977		Rank of Most Critical Needs	Job Available 1977			
	1977	By 1985							
1-Drafters	>15	65	79	9	2				
2-Designers	>15	25	29	8	2		✓		
3-Editors/Reporters	>15	30	37					✓	
4-Painters/Sculptors	>15	>25	61	2					
5-Photographers	>15	10	16					✓	✓
6-Public Relations	>15	>25	17					✓	
7-Announcers	>15	>25	>15					✓	
8-Writers	>15	>25	15						
9-Librarians & Aide (Including media librarian)	>15	35	65				✓	✓	
10-Postal Worker	>15	45	61						
11-Advertising	>15	>25	29		2			✓	
12-Newspaper writers	>15	>25	>15					✓	
13-Messengers/Aide	>15	>25	>15						
14-Proofreaders	>15	>25	15						
15-Receptionists	24	75	175	5	1	1		✓	✓
16-Communication Operator	>15	>25	106	6			✓		
17-Teacher's Aides	18	110	61		1	5	✓	✓	
18-Radio/TV Repair	>15	60	31	1					
19-Bookbinders	>15	>25	>14					✓	✓
20-Graphic Artist	>15	40		9	1	2	✓		
21-Compositor/Typesetter	>15	25	39	5	2		✓		✓
22-Electrotyper	>15	>25	>14				✓		✓
23-Engraver	>15	>25	>14						✓
24-Lithography/ Photoengraver	>15	>25	17						✓
25-Pressmen	>15	25	27	3	1	3		✓	✓
26-Motion Picture	>15	>25	>14						
27-Sign Painter	>15	>25	>14						
28-Photographic Processor	>15	25	54		1	2-3		✓	✓
29-Printing trade worker	>15	35	95		1	5		✓	✓

Target Population Analysis

Identification and analysis of the target population consisted of identifying the student population according to grade level and specifics of the handicapping condition. Enrollment information by grade and handicapping condition was collected from Central Office records and is displayed in Table 2.

Specific information on handicapping conditions was obtained through use of scores obtained from the following battery of tests:

All Children

1. Common Test of Basic Skills and the California Mental Maturity Test
2. Iowa Test of Basic Skills
3. Step and Scat Test
4. Otis Intelligence Test
5. Lorge-Thorndike Intelligence Test

Table 2

ENROLLMENT INFORMATION BY GRADE AND HANDICAPPING CONDITION

HANDICAPPING CONDITION*	GRADE LEVEL												
	1	2	3	4	5	6	7	8	9	10	11	12	Totals
1-Mentally Retarded (EMR)	15	26	33	31	30	25	26	25	24	23	21	21	279
2-Learning Disabled	12	24	35	16	19	20	23	18	25	21	17	22	252
3-Hearing Impaired	--	1	3	4	--	1	2	--	1	--	--	--	12
4-Sight Impaired	--	1	1	--	--	--	1	2	1	3	1	1	11
5-Emotionally Disturbed	10	12	12	13	16	15	21	22	22	18	15	16	192
6-Crippled	1	3	4	1	2	--	--	2	1	1	1	--	16
7-Speech Impaired	5	17	14	14	9	8	7	3	2	--	--	--	79
Totals	43	84	102	79	76	69	80	70	76	66	55	60	

* Estimates for 76-77 School Year.

Children Identified as Handicapped Children

	Test	Specific Information
1.	Binet or Wechsler Individual I.Q. Test	- I.Q.
2.	Purdue Perceptual Survey	- Motor Skills
3.	American Adaptive Scale (and a local instrument)	- Adaptive Behavior
4.	Bender Gestalt	- Psychological
5.	Illinois Test of Psycholinguistic Ability	- Learning Disability
6.	Detroit Tests of Learning Aptitude	- Learning Disability
7.	Peabody Individual Achievement Test	- Achievenment
8.	KeyMath	- Diagnostic
9.	Slossen's Oral Reading Test	- Word Recognition
10.	Gates-McGinitie Reading Test	- Total Score
11.	Teacher Constructed Reading Test	- Diagnostic
12.	Mastern Test (Young Am/Reading Series)	- Diagnostic
13.	Medical Screening (hearing, vision and mobility)	

Scores indicated that while each individual had particular strengths and weaknesses, the majority of handicapped students could benefit from a program that featured teacher-made adaptations of sequential, activity oriented career education and skill training curriculum addressing communication and media.

Information from analysis of the target population and the occupational and labor market analysis was analyzed together with information collected through the needs assessment and the job task analysis. This process was useful in determining which occupations in the communication and media cluster would be emphasized for awareness, exploration and skill training. Results of this analysis are depicted in Table 3, Selection of Occupations. Based on these assessments, the following occupational areas were selected for awareness/exploratory activities and limited skill training:

1-Drafting
2-Design
3-Journalism
4-Photography
5-Photographic Processing
6-Public Speaking
7-Bookbinding
8-Graphic Arts
9-Press Operations
10-Compositor
11-Print Shop Helper
12-Stripper/Platemaker
13-Media Industries
14-Librarian
15-Writing (several types)
16-Advertising
17-Proofreading
18-Teacher Aides
19-Postal Workers
20-Visual Arts (painting, etc.)

Table 3

SELECTION OF OCCUPATIONS

Job Title	Area Employment Demand	Handicapping Conditions (Prohibitive)*							Needs Assessment Supported Areas
		Mentally Retarded	Learning Disabled	Hearing Impaired	Sight Impaired	Emotionally Disturbed	Crippled	Speech Impaired	
1-Drafters	High	No	Maybe	No	Yes	No	No	No	Somewhat
2-Designers	High	No	No	No	No	No	No	No	Yes
3-Editor/Reporter	High	No	No	No	No	No	No	No	Yes
4-Printer/Sculptor	High	No	No	No	No	No	No	No	Somewhat
5-Photographer	Moderate	No	No	No	Yes	No	No	No	Yes
6-Public Relations	Moderate	No	No	Maybe	No	No	No	Yes	Somewhat
7-Announcer	Low	No	No	Maybe	No	No	No	Yes	No
8-Writer	Moderate	Maybe	No	No	No	No	No	No	Somewhat
9-Library Work	High	No	No	No	No	No	No	No	Yes
10-Postal Work	High	No	Maybe	No	No	No	No	No	Somewhat
11-Advertising	High	No	No	No	No	No	No	No	Yes
12-News Vender	Low	No	No	No	No	No	No	No	No
13-Messenger	Low	No	No	No	No	No	Maybe	No	No
14-Proofreader	Moderate	Maybe	No	No	Yes	No	No	No	Somewhat
15-Receptionist	High	No	No	Maybe	No	No	No	Yes	Yes
16-Communication Operator	High	No	No	Yes	No	No	No	Yes	Yes
17-Teacher Aide	High	No	No	No	No	No	No	No	Yes
18-Radio/TV Repair	High	No	No	No	No	No	No	No	Somewhat
19-Bookbinder	Low	No	No	No	No	No	No	No	Somewhat
20-Graphic Artist	High	No	No	No	Yes	No	No	No	Yes
21-Compositer	High	No	No	No	Yes	No	No	No	Yes
22-Electrotypsetter	Low	No	No	No	Yes	No	No	No	Somewhat
23-Engraver	Low	No	No	No	Yes	No	No	No	No
24-Lithographer	Moderate	No	No	No	Maybe	No	No	No	Yes
25-Pressman	High	No	No	No	Maybe	No	No	No	Yes
26-Motion Picture	Low	No	No	No	Yes	No	No	No	No
27-Sign Painter	Low	No	No	No	Maybe	No	No	No	No
28-Photo Processor	High	No	No	No	No	No	No	No	Yes
29-Print Worker	High	No	No	No	No	No	No	No	Yes

* Assuming the handicap can be mitigated through educational programs, therapy and/or other support services. For example, for drafting occupations, area employment demand was high; handicapping conditions were not judged to be prohibitive for employment for conditions other than for sight impairment and possibly for a learning disability.

Overall results of the assessment of the planning component suggested that the Assessment of Need Package produced useful and reliable data at reasonable cost with a number of useful by-products. The labor market and occupational analysis was judged to be necessary and has been revised to produce useful data on a less costly, complicated and time-consuming scale. The most useful data were derived through use of a portion of the Needs Assessment Package, rather than either the Employment Security Commission information or the SSI job projection system.

The aggregated analysis of the target population was judged to produce reliable useful information on a cost-effective basis for planning purposes only. Detailed, individual information proved necessary before curricular goals could be translated into instructional materials.

Systemic Adaptations

The placement and diagnostic programs were viewed as somewhat cumbersome and time-consuming; however, they were perceived to be effective. Further, the placement program was found to be in strict compliance with State Education Agency guidelines, issued to date, concerning the requirements of P.L. 94-142, The Education of All Handicapped Children Act. It is noted that there was confidence that as the State Education Agency and all LEA's achieve full compliance with P.L. 94-142, placement procedures will become more efficient due to validation, revision and familiarity with procedures and requirements.

The placement and diagnostic programs were subject to expert review by school psychologists and testing specialists. Each set of procedures was found to be sufficient for program purposes. It was suggested, however, that the diagnostic program could profit from utilization of a full-time school psychologist and several additional tests over the course of grades 1-12 as well as for individual diagnosis. Adherence to this suggestion would have increased the cost of the overall model program substantially.

The diagnostic and prescriptive teaching program, initiated in grades 1-8 was very well received. Regular teacher attitude toward the use of the diagnostic-prescriptive teacher was highly favorable, particularly in grades 1-6. Teachers were uniformly supportive of the program in teacher interviews and reinforced that support through use of the referral process, through requests for technical assistance and through implementation of student prescriptions. There were numerous requests for assistance, sometimes averaging as many as three per regular teacher per week, with at least one of those three being a specific request for observation and prescription assistance. Over time, the absolute number of referrals decreased and the nature of the problems referred changed; both changes were due to increasing teacher confidence, competence and understanding of the nature of working with special needs students. Analysis of teacher prescriptions also indicated an increase in teacher ability to work with handicapped students as increasing numbers of prescriptions contained the logical necessities of a good prescription.

Administrator attitude toward the diagnostic-prescriptive teaching program was highly favorable; the program has been continued and expanded to all schools in the system below the 10th grade level. The program is paid for entirely out of local funds.

The skill training aide program was judged to have been highly successful on every measure. It was employed in vocational skill training courses in communication and media. The procedure was well received by participating teachers and administrators. Teachers enthusiastically sought aides for their own courses. Administrators were so favorably impressed as to continue this element with local funds after the expiration of pilot and research funds. Among the data indicating the success of this procedure were: (a) the expected class enrollment as noted through student registration doubled, from 40 to 80 students; (b) each of the nine graduating students, including handicapped students, secured employment in an occupation related to communication and media; (c) in-class student achievement increased by at least one letter-grade for 90% of the students; (d) employers were uniformly pleased with the skills of students; and (e) teachers and administrators were supportive to the point of continuing and expanding the program with local funds.

The curriculum reorganization was viewed as a necessary procedure for (a) introducing all teachers to the concept of career education; (b) stimulating consideration of how to integrate the concept and materials into the regular classroom; and (c) preparing for accreditation and reaccreditation procedures within the system. Teachers were not as enthusiastic about this procedure as were administrators.

In summary, the systemic adaptation components were well received and effective by every measure. The diagnostic-prescriptive teacher and the skill training aide produced particularly positive results. The placement and diagnostic programs produced favorable results and the curriculum reorganization strategy produced positive results but was not uniformly readily accepted.

Training

The two elements grouped under the training component, student curriculum and staff in-service education program, produced evaluation results that were largely favorable; further investigation of the few negative findings suggested their causes were attributable to factors other than the model program.

Participating teachers and administrators, grades 7 through 12, were favorably disposed toward the prepared curriculum and instructional materials with junior high level exploration teachers and senior high skill training teachers demonstrating the most support. Teachers were particularly pleased with the comprehensiveness of the materials, the wide selection of possible materials and the implementation information included with each activity. Materials receiving the greatest support in terms of teacher use and positive teacher evaluation included: the exploration package entitled, "Could One of These Careers Be For You? Exploration in Communication and Media" from the career awareness materials; the economic awareness materials, the job getting and job holding materials from the specific skills section; and the "graphics/communication/education program" of individual vocational skills instruction developed at Clemson University.

Teachers in grades 1 through 6 provided a mixed evaluation of curricular materials with positive and negative opinions evenly divided. Further investigation revealed that negative reactions often centered on either teacher recognition of another time/effort burden to which they had to adjust or their concern that career education and subsequent materials were not valid topics for elementary school.

Empirically, there was support for the prepared student curricular materials. Not only did teachers employ the materials, but also they reported that students found the materials useful, sometimes novel, and interesting. Additionally, teachers suggested that use of some of the materials, particularly those materials for use above 6th grade level, had a positive impact on student opinion, attitude and achievement, based on teacher-made tests and teacher observations.

Teacher groups and employer groups also evaluated the materials and found most to be of value. For example, elementary teachers were asked to identify and prioritize concepts for instruction as a means of assessing the correspondence between prepared curricular materials and teacher perceptions of curricular needs. This assessment utilized the Nominal Group Process developed by Andre L. Delbecq and Andrew H. Van de Ven (1974) and consisted of working with groups of teachers divided by grade level. Results of the analysis revealed the following major areas of particular concern for the curriculum:

1) Communication skills with emphasis on speaking and listening;
2) Computational skills with emphasis on basic operations, particularly as it relates to money matters;
3) Self-attitude skills with emphasis on values clarification, adjustment, respect and pride;
4) Citizenship skills with emphasis on cultural heritage, responsibilities and social skills;
5) Science skills with emphasis on physical resources;

6) World of work skills with emphasis on money management, career awareness and perseverance skills;
7) Leisure skills with emphasis on social activities and the constructive utilization of time; and
8) Aesthetic skills with emphasis on self-expression.

Comparison of these findings with the prepared curriculum indicated a high degree of correspondence in all areas with the possible exception of science skills.

The in-service program was reviewed with generally favorable results. For example, in terms of practitioner review, the in-service education program was well accepted at the local level, with some portions receiving more continuing support than others. Teachers and administrators were particularly pleased with the teacher suggestions for educating students by type of handicapping condition, information regarding IEP's and the general data on mainstreaming. The information related to career education was appreciated, although some teachers, particularly in the early grades, remained unconvinced about the validity of the subject. The teacher concern for extra time spent in in-service training was mitigated by the reality of P.L. 94-142 and through the strong support of central office personnel.

Teachers involved in the pilot were asked to review the teacher assistance materials included in the in-service program. Results were positive; additionally, the review permitted an opportunity to get practitioners to edit the language, prioritize the teaching suggestions for educating children with various handicapping conditions based on past and present experience, and validate the basic technique.

General response to the in-service education program was positive. Teachers exposed to the utilized portions of the program reported increases in information about serving handicapped students and about career education. As importantly, teachers reported gains in confidence in their perception of their ability to deal with the issue of career education and to work with handicapped students. Further, teachers reported frequent utilization of reference materials developed/supplied through the in-service program in their efforts to work with special needs students.

As a result of these reviews and evaluations of the training component, revisions were incorporated into all sets of materials, with particular emphasis on the in-service materials. These materials are included as a necessary ingredient in transforming the program model into a model program.

Integrated Support Services

The guidance, counseling and placement program was viewed positively by all school personnel. Materials included in the formal curriculum under the subheadings of values clarification, decision-making, self awareness and social awareness received favorable reviews and frequent use by teachers, counselors and students. The career interests and vocational skills testing program was judged to have been a badly needed addition to the overall assessment scheme. Career days and the job file (descriptions, qualifications, openings, employers and contacts) were accepted and used without reservation although the job file was judged to have been cumbersome. The follow-up activities were well received by all, including the business community and were in accord with state guidelines.

Expert review of the guidance, counseling and placement program suggested that the program was sound, somewhat traditional and not as comprehensive as the program proposed in the program model. Nevertheless, the program was judged to provide necessary support services to the overall model program.

Parent involvement was well received by school personnel. The program provided a type of much-needed structure through which to organize interaction. Teachers and parents reported being more comfortable in dealing with each other because they clearly shared the same goal of providing services to children. Further, regular meetings with specific agendas and stated expectations had a positive effect on increasing and improving communication.

Parents proved to be as enthusiastic about their own participation as educators were about parent participation. Parents willingly served on committees and provided assistance. Further, they provided considerable support for the strategies of job shadowing and home instruction--especially the parents of younger children--as long as no formal evaluation of the child was required of the parent. Parents were also pleased to be able to play a role in the development of their child's educational plan, after initial discomfort/anxiety was overcome.

Educational personnel warmly received community and employer involvement, particularly in the areas of career exploration assistance, skill training, on-the-job placement, follow-up activities and craft committees. The involvement techniques were enthusiastically received by employers as well. They demonstrated a continuing willingness to assist with the program in any capacity. Employer preference was for short term, highly specific skill training placement. Employers were willing, capable members of craft and advisory committees; they were willing to commit large amounts of time, if the amounts and the expectations were clarified in advance.

Educators welcomed the assistance of advisory committees. Such committees provided support for teacher efforts and needs, both to school administrators and to the business community. Administrators also received the advisory committee element well; committee recommendations were viewed as appropriate technical assistance by knowledgeable experts. The impacts of using advisory and craft committees for evaluation resulted in committee recommendations concerning curriculum, equipment, facilities, on-the-job training, and so forth; these recommendations were positively acted upon by the LEA. Community citizens demonstrated a willingness to serve on such committees after expectations and responsibilities were clarified, if time and cost involvements were minimal, if they were not formally evaluated, and if they were kept informed of program developments.

Employers had mixed reactions about several strategies included in the program model but not included in the model program. Most notably, there were differences of opinion about the initiation of a "free" teacher exchange day strategy that placed a regular classroom teacher in an on-the-job position within their business for a week at a time. However, the majority of interviewed employers favored the idea.

Evaluation

Proposed evaluation procedures were only partially utilized in the model program because of limited time and funds and because only selected portions of the program model were implemented. Nevertheless, the employed portions of the evaluation procedure were judged to be effective by practitioners. Likewise, expert review, while complimentary of the thoroughness of the variety of reviews, indicated that additional systematic attention to evaluation would enhance the model.

IMPLICATIONS FOR THE PROGRAM MODEL

Implementation and evaluation of the model program served as a partial, empirical verification of the program model and provided formative evaluation data useful in revising both the program model and model program. There was a series of implications and suggested revisions, all of which were acted upon in some positive fashion. The suggested revisions and implications included the following:

1) Time-line and cost estimates were suggested as important additions to the program model.
2) The various components should be viewed as discrete units, with independent costs and benefits, where possible, in order to facilitate transportability, particularly in smaller school systems.
3) The program should be implemented as a pilot in one elementary, one junior high school and one senior high school during the first year. Such a strategy would permit evaluation of the impact of the program on staff and students. Further, curricular and in-service materials could be used and revised according to need. This would also permit the use of teachers involved in the pilot in future in-service programs.
4) The needs assessment package should be initiated periodically throughout the program in order to generate current information.
5) The occupational and labor market analysis should be made significantly less time-consuming and costly. The suggestion was to only utilize that information derived through the needs assessment procedures.
6) The systemic adaptation component was sufficient as described and implemented. The field test produced data that supported initiation of the diagnostic/prescriptive teacher primarily in

the lower grades, 1-8. Resource room teachers (or counselors) and the skill training aides can better serve this function at upper grade levels.

7) The curricular reorganization exercise should be conducted in conjunction with an overall school program for some activity such as accreditation or reaccreditation. This element was not popular with teachers; association with an accreditation procedure renders the exercise mandatory, provides structure and removes the career education program from hard feelings.

8) The curricular materials should serve as a resource guide for teachers, with considerable individual flexibility in selecting/omitting exercises within any given classroom. In its entirety, it is overwhelming, but used selectively, it is highly beneficial.

9) The in-service program should be broadened to the entire school year. Further, where possible, local skills should be used to provide training. Additionally, the program needed to address additional issues such as classroom arrangement and facilities, practice in dealing with handicapped students, and classroom management techniques.

10) The guidance, counseling and placement program should be expanded to include resource room assistance, an employer contact and the possibility of an expanding family counseling program.

11) Parent and employer involvement elements deserve more attention and funding. Further, there should be provision for expanding these throughout the year.

12) Some additional attention should be provided to the evaluation component. Outcomes need to be described in more discrete and attainable terms and formative evaluation procedures that serve to monitor and revise the program should be added.

EVALUATION OF THE PROGRAM MODEL

Evaluation of the program model was accomplished through the aforementioned evaluation of the model program, through expert review, through logical analysis and through a consumer review. The evaluation of the model program produced results that are reported elsewhere in this chapter and that suggest that the program model is a viable career education program through which the specified goals, objectives and expected benefits can be derived.

The expert review of the program model involved local school personnel, special educators and career and vocational educators; it addressed the overall validity of the model. A summary of findings, grouped according to issues, follows:

1) Assumptions and rationale were found to have been comprehensively spelled out, almost to a fault. It was suggested that educators considering implementing the program model be encouraged to select a reduced effort from within the rationale.

2) Goals, purposes and expected benefits were found to have fit together philosophically and realistically. More importantly, they were judged to have reflected adequately the combined understandings of career education. There were reviewer differences about the degree to which emphasis should be placed on handicapped students.

3) The planning elements, particularly the total needs assessment package, was assessed to have been adequate, comprehensive, and timely. The procedures for assessing teacher competencies and guidance and counseling procedures were judged to have been of particular value. Reviewers concerned with program administration were particularly supportive of the procedures for occupational analysis and the cost/time calculations for the needs assessment packages.

4) The conceptual adequacy of the program was judged to have been very strong. Reviewers were favorably impressed with (a) the comprehensiveness of the program; (b) the "fit" of various components; and (c) the rationale/justification for the model. It was suggested that the program model be removed from the Final Report and made into an Appendix that could serve as a free standing document.

5) The model components were assessed to have been relevant, adequate, coherent and logical. In addition, the components were judged to have been adequately presented. It was suggested that the teacher in-service program be made into a more comprehensive effort; further, the model could be strengthened, after experience gained by several implementations, with additional procedures related to long-term community involvement. It was noted that nothing in this section was an entirely "new" idea; the strength came from the combination and union of the parts.

6) The model components were judged to have been "very good" to "excellent" in comprehensiveness, usefulness, content and format. It was suggested that more time be allowed for the in-service program and the teacher aide program be more completely defined. There was concern that the guidance and counseling program might be overly ambitious, require special training of staff and lack true innovativeness.

7) In general, the most emphatic suggestions related to dividing the report and model into sections that: (a) render it more readable; (b) provide decision-making information for administrators; and (c) provide ideas for program evaluation.

8) The guidance and counseling procedures were assessed to be appropriate, conceptually and philosophically sound and ambitious. There was concern that even though the materials and procedures were somewhat traditional, they would require significant expenditures to upgrade staff capabilities and/or to hire new counselors. There was insistence that provision be made to add a family counseling element at local option.

9) The employer and parent involvement element and materials were judged to be good and to adequately reflect model needs. There was some concern for adding materials and procedures that would sustain community involvement over a series of years.

10) The curriculum was evaluated to be varied, comprehensive and adequate to meet the needs of the model. Further, the included materials were judged to be well prepared, good in sequence, scope, format, variety and correspondences with goals and needs. Specific comments on the curriculum included:

- The scope was judged to be comprehensive to very good, particularly in comparison to other career education models and model programs; there was limited concern that the materials, if totally employed, might be too extensive or overwhelming when combined/integrated with ongoing programs.
- The content was judged to be adequate to very good; further, reviewers believed that the curriculum content adequately reflected and met the goals and objectives set forth in the program model.
- The format was judged to be good; however, it was suggested that additional variation would strengthen the materials.
- Sequencing of curriculum was judged to be good and to be logical in terms of meeting stated goals and assumptions.
- The language used was judged to be very good, appropriate and not burdened with unusual or peculiar terms.
- The congruence of the curriculum with stated goals and assumptions was judged to be excellent and particularly relevant.

11) The in-service program was judged to be a good start on providing the necessary knowledges, skills and competencies required to implement the program model and the specified goals and objectives. Reviewers disagreed about the (a) comprehensiveness of the program; (b) the viability of any in-service training program to adequately meet the needs; and (c) the necessity for and ability to impact on teacher/administrator attitudes. Comments included all the following:

- "well done, however some time frames need expanding"
- "theoretically adequate, but heavily dependent on presenters"
- "inappropriate to try to develop competencies higher than knowledge level in Bloom's taxonomy"
- "in need of more attention to attitude development, the Achilles heel of the program model and model program"
- "in need of expansion to incorporate counselors and administrators"
- "quite good but can be improved ... by giving much more attention to the affective domain ... and by incorporating more personnel in the program"

Reviewers were asked to indicate several ways in which the program model could be improved. Their suggestions were as follows:

1) Edit and reorganize the report into separable parts;
2) Clearly identify the thrust of the model as provision of career education to handicapped children...with highly probably serendipitous effects on all children;
3) Add several justification comments pertaining to the selection of communication and media cluster area;
4) Provide for a glossary of terms;
5) Address the question of teacher attitude;
6) Provide long and short forms or techniques for the various needs assessment and job analysis procedures;
7) Consider the addition of an on-going needs assessment procedure;
8) Consider providing for systematic assessment of other support services for handicapped individuals such as transportation, tutors and so forth;
9) Increase the time and effort of the teacher in-service education program;
10) Provide for expanded community involvement of parents;
11) Provide more thoroughly defined explanation of organizational mechanisms such as the "teacher aide" program; and
12) Provide more comprehensive, local program evaluation.

Project staff undertook to strengthen the program model by addressing the above suggestions in the final presentation of the model.

Logical Aanalysis

Curricular and in-service materials were also subjected to reviews of logical consistency or correspondence. These procedures included comparison of the materials to other career education materials and comparison of the materials, particularly the skill training materials, with task analysis of occupations. The task analysis involved interviewing and observing professionals at work on jobs selected for inclusion in the materials. Observation concerned identifying/describing professional activity at three levels. First, the tasks or discrete units of work accomplished within each occupation were noted. Next the operations which, when taken together, constituted performances of the task were identified. Finally, the discrete skills that were required to perform each operation were recorded.

After gathering such information, the skills were arranged sequentially and aligned with the school curriculum to check for correspondence and thoroughness. For example, the task analysis process for the occupation of press operator revealed the following information:

JOB: print 5,000 copies of a given brochure
TASK: prepare the fountain solution

Operations

- review type of plates in use
- assemble the equipment for mixing chemical
- mix solution

Skills (for operation "mix solution")

- identify the types of plates
- recall/observe safety precaution for handling chromic, nitric and phosphoric acid.
- recall/apply chemical base for fountain solutions
- recall/apply "ph" meaning, ratings, and requirements
- recall/apply meter use for "ph" (fractions)
- using appropriate measure, mix solutions (percentage and fractions)

	- check density and specific gravity using math skills (division and multiplication) - check temperature and humidity using appropriate measurement scale
- place solution on press	- manipulate restraining devices
- adjust settings	- recall the effects of plate, stock and ink on fountain solution formula - identify and respond to pressroom variations that may require resetting
- troubleshoot for problems	

Correspondence between the task analysis and prepared curriculum was high. Where necessary, curriculum was revised, based on the task analysis. Comparison of the prepared materials with other career education materials, particularly those prepared for handicapped students revealed that the model program materials concentrated more heavily on training for older students, reflected the overall communication and media orientation and more frequently attempted systematic instruction in life skills such as decision-making, economic awareness, job seeking/holding skills and vocational skill training. In areas of career awareness, there was similar concentration; in areas such as personal skills (hygiene, nutrition and so forth) unrelated to communication, model program materials provided considerably less concentration than other career education materials.

Comparison of the in-service program with other in-service programs focusing on career education and special needs populations was difficult due to the few existing models. However, comparison to in-service programs focusing on either working with special needs students or on vocational education for special needs students indicated correspondence. For example, many of the competencies suggested in the "Report of a National Workshop on Vocational Education for Special Needs Students" (Phelps, et al., 1976) were addressed within the project in-service program.

Consumer Review

The local advisory committee was utilized as another review of the program model. Questions used in the expert review were used in the consumer review. The results were generally positive. This procedure was particularly helpful in pinpointing those areas of greatest concern and program emphasis for model program development. The only drawback with this form of review was the difficulty in distinguishing between the program model and the actual model program since time and cost considerations prohibited a total implementation of the model.

The consumer review witnessed several interesting findings. It emphasized the conceptual soundness of the model; it substantiated the need to package the materials in separable, discrete units; it pointed out the necessity of some general information and decision-making data for local administrators; and it served to help create a highly favorable environment in which to continue a model program. During the evaluation process, the model also became a learning experience in career education for the local advisory committee.

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IV. FINDINGS, CONCLUSIONS AND CONSIDERATIONS FOR FUTURE ACTION

The conclusions and recommendations generated as a result of this research/development project include evaluative, methodological, philosophical, operational, organizational and developmental considerations. This range of considerations reflects both the multiple purposes of the project and the methodological problems encountered. The information included in this section is intended to suggest the range of conclusions and recommendations rather than to provide exhaustive information about any particular point. Additionally, the list serves to emphasize a number of new and/or continuing research questions.

FINDING #1

A program model/model program with the following characteristics was devised:

a) When operationalized, the model expanded services to all children, particularly those with handicapping conditions in terms of career awareness and interest, self awareness, social awareness, specific skill training (vocational and life skills), guidance and job placement and follow-up. It also facilitated mainstreaming and upgraded teacher competency, as well as presented a sequential curriculum in career education as applied to communication and media.

b) The effort produced a collaborative eclectic model featuring elements of curricular models, training models, advocacy models, planning models and mainstreaming models to meet the needs of students with all types of handicapping conditions. The model included all necessary materials, techniques and procedures.

c) The model featured systems integration of home, school and community, coordinated by the school, in the provision of services to all students, especially handicapped students.

d) The project was constructed and documented in a manner to facilitate transportability. First, the materials were packaged as modularized components to permit local selection and adaptation based on local needs and goals. Second, information was collected and presented which suggested the differential costs in terms of time and dollars for different approaches to service. Third, the implementation manual was constructed in order to assist a local administrator to make an informed decision about the possible implementation of parts or the entirety of the program.

e) The project revealed areas of continuing research potential through the generation of ongoing research questions within the broad areas of (1) most effective curriculum, (2) most effective and needed in-service staff development in special needs and career education, (3) methods of community involvement, (4) services to the handicapped, and (5) the potential and limits of career education.

FINDING #2

While it was possible to construct and implement a program model and model program that combined the areas of career education, special education, vocational education, academic education and a specific curriculum in communication and media, the process was complicated because only three of the five areas were operational programs and because there is rarely regular and frequent coordination between special education, vocational education and academic education. Compounding the difficulty were the usual boundary maintenance problems encountered when any established entity such as vocational education is asked to relinquish some of its control, especially to a somewhat nebulous and new concept such as career education.

Project staff initially began with the basic assumptions and understandings that constitute career education, and tried to adapt notions from special education, vocational education and the communication and media occupations to the concept of career education. This procedure proved difficult because career education is still a fluid and emerging concept with few universally held structural components other than the basic ingredients of career awareness, career exploration and specific skill training.

The result of this attempt at adapting special education, vocational education and communication and media information to career education was the evolution of a program model that emphasized collaborative arrangements within the community for provision of training; unfortunately, this orientation largely ignored the formal system of schooling, as well as slighted the specific programmatic, procedural and curricular adaptations necessary to meet the needs of the handicapped. Subsequently, project staff reassessed the program model and adapted the notions of career education, vocational education and communication and media into the service delivery mechanisms and ideas of the special education system. Project staff found that this was a much more efficient and conceptually coherent method of devising this model because the special education system is an ongoing, established program within the broader framework of education. This approach also mitigated potential difficulty concerning role definition of vocational education versus career education.

Two other major advantages were also incorporated by this approach. First, it was a more effective means of meeting the specific needs of handicapped children as well as fulfilling legislative stipulations on the provision of services. Second, staff found that by using special education as a base and adapting career education, vocational education, academic education and communication and media information to it, the underlying assumptions, mission and constraints of the local school system could be met more easily.

Recommendations Based on Finding #2

Based on this conclusion, project staff recommends that an efficient and effective method for incorporating career education into the ongoing school program is to merge the idea with a currently functional educational program area, such as special education. Such a merger overcomes the ambiguity of career education and provides an organizational framework through which to initiate activity. Special education is a particularly good vehicle at present by virtue of the passage of Public Law 94-142 and the impending promulgation of the guidelines for P.L. 93-112. These laws guarantee that major emphasis is going to be devoted to handicapped programs, particularly as they relate to individual student prescription, to curriculum development, and to the incorporation of a number of new ideas into the regular classroom activities.

FINDING #3

It is possible to devise a comprehensive program model for provision of career education for handicapped children, but the creation and implementation of such a model can be a highly expensive undertaking. The cost estimates generated within this research project are a fairly accurate reflection of authentic time and expenditure requirements. Taken together, they constitute several person years of effort at both the planning and implementation phases of local program development.

Recommendations Based on Finding #3

Based on the findings of cost as developed through the research project, project staff recommends that it would be highly cost effective to incorporate career education through other vehicles such as special education in order to facilitate a cost savings. However, special education must not be the only area in which expansion occurs or the effect could be detrimental for both career education and special education. Other areas, such as social studies education and reading, are prime candidates for the development of career education notions and the incorporation of career education materials into the ongoing curriculum.

A second cost saving consideration is a gradually sequenced implementation of career education into the overall curriculum. This gradual introduction would permit a school system to plan more carefully the entire program while taking advantage of serendipitous effects. Additionally, gradual implementation will benefit from ongoing formative evaluation information about children and about the program in general. This implementation strategy has potential for making the cost more palatable to those agencies that provide funds for the school because it will be a constant cost and can be key to specific activities/outcomes.

This approach permits the school to better involve the community at large and to look upon the inclusion of these resources as a necessary prerequisite in order to effect cost advantageous career education experiences.

FINDING #4

The literature, both in terms of research literature and descriptions of ongoing programs, is often insufficient to provide planning information of the type and quality necessary to design and implement a comprehensive program model. While most information is filled with normative/imperative statements about what ought to be done, relatively little comparative research evidence on alternative means of satisfying the various imperatives is available.

It is difficult to find good information on evaluation of either programs or program components -- particularly longitudinal information that adequately compares program outcomes to objectives or addresses the overall program effect on student, school, community and program development. Even program components are not particularly well evaluated, especially in terms of required costs, time, materials and alternatives foregone.

Recommendations Based on Finding #4

Project staff recommends that sponsoring agencies, particularly the Federal government, increase the emphasis on evaluation as follows:

A) Dissemination efforts should include a brief results chapter that explains project benefits and includes cost, time and materials information.

B) Products should be written in terms that explain (1) what kinds of options exist, (2) which can be implemented in which ways, (3) while incurring what costs, (4) requiring how much time and (5) with what specific expected benefits. Materials should be included where possible.

FINDING #5

The program components of (a) school based diagnostic teachers and (b) instruction aides are particularly effective means for increasing service to handicapped children. In terms of students served and services provided, these program components are relatively cost effective. Further, the use of these components (a) meets the requirements of the law, (b) facilitates mainstreaming, (c) has a direct and measureable impact on student ability and, (d) is easily incorporated into established and ongoing programs. A third component, the vocational counselor/placement officer and/or the family counselor is potentially a very valuable program addition. Component effectiveness can be evaluated by placement data.

Recommendation Based on Finding #5

Local administrators should consider these strategies as potentially important additions to their current programs.

FINDING #6

The families of handicapped children and the employers within the community are willing and able to be involved in a particular school program if the specifics of their tasks are outlined, if they are approached personally and individually, if expectations are clearly outlined, if contact is maintained through feedback and if they can occasionally see tangible results from their input.

Recommendations Based on Finding #6

Community involvement can be accomplished inexpensively when compared to the potential payoff. However, agents for the education system must not approach the task haphazardly. School based personnel must (a) utilize community input and (b) must have the authority to make decisions to speak for the school when involved in community discussions. This means that when a potential employer makes a commitment of time to a program or a new innovation (that is partially based on the employer's commitment), the employer can be assured on the spot or promptly thereafter that the program will occur. The school representative must be able to commit the school to an equitable course of action.

Parents are willing to be involved in school activities--even to the degree of involvement in specific curricular projects, as long as they do not formally evaluate their children. Efforts should be made to involve parents in such activities through workshops, parent training materials, volunteer aide programs and other related strategies. The best involvement strategy would seem to be personal contact, although it is somewhat more expensive than information that can be distributed in mass meetings or mail-outs.

FINDING #7

Students react favorably to most instructional activities that utilize a different information base, technique of format, especially tactile and visual stimuli. These are particularly effective for handicapped children. Students are willing to tackle most activities as long as the activities utilize skills that students already possess, clarify expectations, involve activities other than simply reading and are of limited duration.

Recommendations Based on Finding #7

The restructuring of curriculum to provide for novelty, especially using formats such as simulations and games and formats other than reading, is advised. Such revision can not only impact on learning of career education materials, but other subject interests as well. Criteria-referenced instruction and testing is also highly advised. The utilization of previously learned skills, proceding from concrete to abstract reasoning is recommended also.

FINDING #8

The image of career education continues to be problematic in terms of description and differentiation from other areas of education.

Recommendation Based on Finding #8

Proponents of career education might consider aligning themselves with the economic community in order to legitimize the position of career education as a viable program within the network of formal schooling. At the very least, a coordinated, concerted public relations program is needed.

Continuing confusion about the focus, thrust, means of implementation, comprehensiveness and actual definition of career education has created a pattern of resistance within school personnel, particularly at the teacher level. While this resistance may be based on a lack of understanding of what career education is about, interviews suggested that it is more likely a result of the following:

A) Fear that specific values will be impressed necessarily on individual students;

B) Concern that vocational education--which is still viewed as synonymous with career education in many places--will gain an even stronger hold on the policy of public schools;

C) Concerns that the basics, particularly, the important academic areas of English, writing, math and reading will be diminished in favor of vocational training or introduction to work expectations; and

D) Concern that the control of the formal school program will be wrested from school professionals. This is paradoxical since a reasonable process for legitimatizing career education may be alignment with the economic community.

Career education is not universally accepted in most communities. It is still assumed that career education is synonymous with occupational skill training or is most appropriate for "tracked" students. The greatest support for the idea was garnered through the assertion of the necessity of work values. This was particularly effective within the business community and among parents of high school age children.

FINDING #9

The attitudes and skills of regular classroom teachers can be improved with regard to teaching career education and providing services for the handicapped.

Recommendations Based on Finding #9

An extensive in-service education program, coupled with exposure to handicapped children, and resources that increase teacher security and information can have a significant positive impact on the attitudes and abilities of regular classroom teachers to implement career education and related curriculum that is adapted for handicapped children. However, classroom teachers need more assistance than simply guidelines in their attempts to merge career education and the on-going curriculum. Practice in adapting curriculum, team teaching, microteaching, an understanding of the concepts of career and special education and exposure to special needs students, all have a positive effect on teacher confidence and knowledge in dealing with special needs of students.

The restructing of the curriculum, through the development of objectives, activities and evaluation exercises utilizing a criterion reference format and involving an entire school, can have a positive impact on training teachers to adapt curriculum. However, continuing specific information on meeting the needs of the handicapped is a prerequisite.

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APPENDIX A

THE PROGRAM MODEL

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PROGRAM MODEL IN NEW CAREERS FOR HANDICAPPED CHILDREN AND YOUTH (COMMUNICATION AND MEDIA CLUSTER):

PROGRAM MODEL

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GENERAL INTRODUCTION

This manual is a description of a specific approach for providing career education experiences to all students within a school system, with particular emphasis placed on providing services to handicapped students. The information provides both a description of the particular career education program model and the data upon which a local school administrator can decide whether to implement parts or all of the program model within a given school system.

In addition to this general introductory section, this manual contains sections on: goals and expected benefits; constraints of the program model; rationale; a general description of the program model; and the specifics of the program model. An effort has been made to write each section briefly and concisely, yet to convey sufficient information to facilitate decision-making and implementation of the program model. For example, the planning component contains an extensive needs assessment procedure. Included information describes the procedure, indicates cost and time requirements related to use, notes expected results and suggests how to perform the assessment. The needs assessment package of materials is presented elsewhere in the Final Report of the research and development project that produced this model.

GOALS AND EXPECTED BENEFITS

The need to create a career education program that meets the needs of all students, particularly handicapped students, results from the intersection of three social forces: a) litigation and legislation pertaining to the education of handicapped students as well as for the provision of career education; b) the large population of handicapped students; and c) the potential costs and/or benefits derived from serving or failing to serve that population.

This model addresses these needs by providing for a systematic, comprehensive program that utilizes the occupational cluster of communication and media and that, when implemented, constitutes a life-work-career education program within a community yet using the school as the principal delivery vehicle.

The general approach of this program model features:

1. a sequential program of personalized curricular materials and procedures that imparts career awareness/exploration, self awareness, social awareness and specific skill* training to all° students, regardless of handicapping condition;

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* "Skill" in this instance means not just vocational skill, but also those life skills necessary for functional adulthood.

° The primary goal is providing services to handicapped children; there should be serendipitous effects on all other children.

2. a personalized career growth program that focuses on individual diagnosis, assessment, prescription, counseling and guidance for handicapped children and which culminates in job placement and follow-up;

3. systematic adaptations such as planning, evaluation and staffing arrangements that facilitate a more effective delivery system for meeting the career education needs of handicapped children;

4. an in-service training program that enables teachers to better meet the needs of handicapped children through an increase in knowledge, changes in attitudes, exposure to useful techniques and use of proven curricular materials and procedures; and

5. procedures and techniques that educate and incorporate the community into the comprehensive, continuing program.

Among the benefits that can be expected to derive through use of this career education program model are the following:

1. Personal Development - The program optimizes the opportunities for handicapped students to become fully functional members of the school and community. It not only creates a situation of equal access through community involvement, but it also creates a situation of equal opportunity by making handicapped students aware of their potential through expanding horizons, interests and skills in new jobs, particularly in communication and media occupations.

2. Systems Integration - The program provides the opportunity, the structure and the focus for forging an interdependence of home, school and community in providing a comprehensive program of career oriented services for handicapped students. The school is utilized as the principal delivery vehicle (coordinator) for the provision of services.

3. School System Development - The program requires school system adaptations and in-service staff development which together have potential for: a) providing better education for students; b) increasing staff skills, knowledge, confidence and satisfaction; c) improving educational efficiency; and d) improving the public image of education, career education and the handicapped within the community.

4. Compliance - The program facilitates fulfillment of moral and legal obligations relative to providing comprehensive career education to all students, including handicapped students.

CONSTRAINTS OF THE PROGRAM MODEL

A set of general constraints, drawn from legal requirements, imperatives in the literature and the research contract, serve to delimit and define the general nature of the program model. These constraints include:

1. The school serves as the principal agency in the delivery system;
2. The program model is "mergable" into the on-going program and mission of the school;
3. The program model involves the community in the provision of services;
4. The program, in part on in its entirety, is adaptable in a number of school systems which may vary by location, size, student population, vocational training courses and so forth;
5. The program model includes a sequential, prescribed curriculum, but is not limited only to curriculum. Further, use of part of the curriculum does not necessarily require use of all the curriculum; and
6. The program model focuses particular attention on the handicapped student, but is generally applicable to all students. The model is intended to serve handicapped students in the least restrictive environment and to generate little undue attention.

If these constraints are antithetical to the orientation, goals and purposes of the local school system in which consideration is being given concerning implementing this model, perhaps personnel should consider another career education model.

RATIONALE FOR THE PROGRAM MODEL

1. History of Service

The history of teaching handicapped children in public schools is neither lengthy nor spectacular. Paul, in discussing the nature and scope of the problem of educating emotionally handicapped children, has suggested that even as late as 1963, "the idea that teachers could work successfully with emotionally handicapped children was somewhat radical. The concept was treated as experimental." Special schools were developed -- not in the public school system, but in the mental health system (Paul, 1976). Only later did the public schools address the issue of serving handicapped students, and then from the school's own perspective.

Handicapped individuals have traditionally been viewed as dysfunctional; school services have centered on removing the handicapped child from the regular classroom until such time as the student's problems could be remedied and the student could be placed back into the regular classroom. This removal from the regular classroom, coupled with singular attempts to circumvent the handicap, have characterized the traditional approach to meeting the needs of the handicapped. Such a service orientation necessitated the positive public identification of students with handicapping conditions; such labeling, together with the service orientation of segregation have had negative effects on handicapped children, teachers and the public at large including:

a) Labeling traditionally involved the use of clinical language which categorized children and erroneously implied that any two children with the same label were alike in ways that were relevant to educational planning (Paul, 1976).

b) Labeling and segregation of the special needs child into special education classes had the effect of creating negative expectations which impacted on the way students viewed themselves, the way teachers treated the students and the way the rest of the school treated the students (Hobbs, 1974).

c) Differentiation of students into special classes contributed to a discontinuity and fragmentation of services within the school, between regular and special education as well as between the school and special support services outside the school, such as mental health centers (Pappanikou, et al., 1975).

d) Social stratification and a failure to provide equal opportunity resulted from segregating children into special educational classes. For example, in making placement decisions, social and economic criteria as well as economic history, rather than the diagnosed educational needs of children, often determined who was placed in which class (Mercer, 1973).

e) Less efficient school achievement was another effect of segregation. Little evidence suggested that students in special classes achieved higher academic achievement than special needs students in regular classes. In fact, findings of most efficacies studies indicated higher academic achievement in regular classes (Johnson, 1962).

f) Segregation of students into special classes and categories also created stereotypes for and about the persons placed in such categories. Stereotypes influence behavior in two ways: (a) they influence the way persons behave toward those about whom the stereotype is held; and (b) they influence the behavior of those persons who have been stereotyped. In terms of self

> image, stereotyping had effects closely akin to the notion of stigma described by Irving Goffman (1963). In terms of the way handicapped individuals are treated by teachers and other school personnel, stereotyping had the potential impact cited in the Rosenthal and Jacobson studies; teacher expectations become, at best, a partially self-fulfilling prophecy (Rosenthal, 1968).

During the late sixties, the orientation toward special education and providing services to children with special needs took on new emphasis. With the demand for protecting the rights of minorities, advocacy forces emerged to defend not only the rights of blacks, consumers and women, but also the rights of children. Parents were the primary moving force in demanding the rights for students and in obtaining supportive legislation to insure that handicapped children's needs would be met.

Legislation at the federal level was one of the major stimuli for change. Bills such as the 1963 Mental Retardation Facilities and Community Mental Health Centers Construction Act, P.L. 88-164, impacted on the provision of services to special needs children by providing funds for training for persons who undertook to provide education to emotionally handicapped children.

During the next ten years, bills were enacted which provided federal support to improve services to the handicapped. Legislation culminated in the Education of All Handicapped Children Act of 1975, P.L. 94-142. This law assures that all handicapped children have available to them a free appropriate public education which emphasizes special education and related services to meet their unique needs. The term "free and appropriate public education" means special education and related services which (a) have been provided at public expense, under public supervision and direction without charge,(b) meet the standards of the state educational agency, (c) include an appropriate pre-school, elementary, or secondary school education in the state involved, and (d) are provided in conformity with an individualized education program. In addition, the law provides that the educational experience will occur in the least restrictive environment.

Such legislation, coupled with significant state legislation and judicial rulings have established the right to education and the right to due process in placement for all children, and have created an atmosphere in which a broad and thorough continuum of services can/must be provided to handicapped children.

2. Justification for a Career Education Program Model Which Emphasizes Communication and Media

The requirement of providing appropriate educational services to the handicapped need not be belabored. Legislative, judicial and moral obligations to fully protect the rights of this minority group have been clearly articulated in the past several years. Career education is but one means of protecting these rights and meeting these special needs.

Career education is the totality of continuing experiences through which one becomes aware of, learns about, prepares for and enters work as a part of human life. It involves the notion of a continuity of individual purposiveness and societal interdependence and must incorporate the spheres of individual, family, school and community.

Work includes unpaid activities as well as paid employment. The concept of work extends to the role of the student as a learner, to the growing number of volunteers, to the responsibilities of the homemakers, and to those activities which are a part of leisure and/or recreational time. It simply means producing benefits for oneself and/or oneself and others.

Career education is a particular need of the handicapped. Congress has recognized the need to provide career orientation and training to the handicapped in order to maximize personal self-sufficiency and facilitate development as functional productive members of society. This need was articulated in the career education sections of the Education Amendments of 1974, P.L. 93-330. For example, in Section 406 of the Act, specifically addressing the topic of career education, the sense of the Congress was expressed as the following:

> "[it is] ... the obligation of each local Education Agency to provide that preparation for all children (including handicapped children and all other children who are educationally disadvantaged) within the school district of such an agency ... that is designed to prepare each child for maximum employment and participation in our society according to his or her ability."

Career education has the potential for preparing each child for a maximally productive life. Career education is a broadly encompassing concept that includes self awareness, social awareness, and career awareness as well as skill training in areas such as mathematics, reading, economics, decision-making, job seeking/holding and occupational operations. It is both a teaching methodology and a particular emphasis within the school curriculum. The aim of career education is to broaden the student's horizons and to expand the student's opportunities by increasing the novelty, relevance and realism of the school experience.

Debate concerning the specific potential and purposes of career education has continued in the literature. However, a careful screening of the literature permitted collection of a coherent statement of purposes. For this program model, these are stated as follows:

a) Increase individual options available to learners so they will become employable and well adjusted citizens in their community (Nielson, 1975);

b) Increase the relationship between what the majority of students, including females, minorities, and the poor, are asked to do in school and what they will do when they leave the formal education system (Hoyt, 1975);

c) Increase the role of critical out-of-school elements (i.e., parents, business community, industry, etc.) in the formulation of educational policy (Hoyt, 1975);

d) Create and operationalize a collaborative arrangement of home, school, and community through provision of services and necessary skills to a target population (Worthington, 1973);

e) Create a continuity between individual needs/purposiveness and interdependence ... this refers to systems integration, equality of opportunity and realistic training; it means a better fit between better social and individual needs and school and individual needs (Klinkhamer, 1973);

f) Increase individual development and improve the rate of individual and societal productivity ;

g) Encourage the development of individual values and a commitment to meaningful work (Rieder, 1974); and

h) Increase the options and alternatives for acquisition of skills and through which goals are set and achieved (Rieder, 1974).

The communication and media cluster area of occupations is the focus in this program model because communication and media is a rapidly expanding, integral segment of our society. Communication and media occupations influence every person in the United States each day. Visual, printed and electronic media are the primary means of information exchange and thus, are the means through which people come to know and believe the reality of present life. Further, verbal communication is perhaps the most critical necessity of human life.

Communication and media represents a potential means of achieving success for the handicapped; it can be a means of finding, getting, holding and advancing in a career which not only does not penalize an individual because of a disability, but rather provides rewards based on a wide range of related strengths. For example, in landscaping or interior design, spatial relationships and a sense of form and color are more critical than auditory learning, or muscular disabilities. In printing, lithography, and photography, manual skills, technical skills or experience are more critical than one's handicap. Even in television and radio broadcasting, handicapped individuals need not suffer because of a disability, but rather might excel due to role adjustment, attitude, and expertise.

Communication and media has other attractions as a focus for program planning. First, it is a rapidly expanding job market; the increasing dependence of the population for information and entertainment beyond the printed word has created an expanding demand for workers in the field. Second, the field is so diverse and the required work skills so different, that there are jobs to match any handicapping conditions. Third, an informed, productive and employed citizenry contributes to the economy, growth and quality of life in a community. Fourth, the occupational cluster is ideally suited to training because it permits utilization of multiple stimuli for training techniques and has training outcomes that require varied, potentially exclusive skills. This means that the entire range of handicapped students can potentially be served through training and/or employment in this cluster. Fifth, the definition of the field is fluid enough to give both structure and flexibility to a career education program. Communication takes place whenever a message is passed from one person to another; media are the carriers of the message. Therefore, a comprehensive career education program must address both the occupations which carry the message and the skills required to transmit the message.

3. Underlying Beliefs and Assumptions

A program model that combines such diverse elements requires the articulation of underlying beliefs and assumptions about (a) the nature of the target population, (b) the potential of career education and (c) the role of program elements. The following several pages contain the underlying beliefs and assumptions developed to guide model creation and implementation.

a) Nature of the target population

1) All children have the right to an equal opportunity for an education suitable to their needs. Such education must include a series of life skills that facilitate functioning in society, the freedom and capability to create and choose from alternatives and the possession of skills and knowledge necessary for effective functioning as a producer/consumer;

2) Interaction with non-handicapped peers and adults is educationally beneficial for the handicapped as well as the non-handicapped population;

3) Each child possesses different talents and needs which must be addressed individually. Stereotyping hinders individual freedom;

4) Work should be a meaningful and satisfying part of each individual's life;

5) Social skills and self awareness are among the most important/critical/essential attributes of a self-sufficient and functioning individual;

6) A set of values is critical for self-sufficiency as a functioning individual; and

7) Integration of experience contributes to integration of the individual.

b) Purpose and Potential of Career Education

1) Expertise required to implement a fully functional career education program must be drawn from many elements within a community, including but not limited to formal schooling. Schooling can serve as the coordinating agency/principal delivery vehicle;

2) The objectives of a career education program for society include instilling in individuals: (a) the want to work; (b) the skills necessary to work; and (c) the desire to engage in work that is satisfying to the individual and beneficial to society;

3) The individualistic goals of career education are to make work: (a) possible; (b) meaningful; and (c) satisfying for each individual throughout their lifetime;

4) The critical components of a comprehensive career education program are self awareness, social awareness, career awareness and skill development (economic, mathematical, reading, decision-making, values, job seeking/holding and vocational);

5) Career education can be accommodated within the basic education structure ... if modification and flexibility are introduced;

6) Career education can enhance equality of opportunity through a comprehensive, personalized program for all children that continues throughout formal schooling;

7) Alternative routes must exist to achieve the desired ends ... but most routes require the increased union of work and education ... a positive relationship exists between work and educational competence; and

8) The relevance and relationship between life and schooling can/will be strengthened.

c) Role of Elements in the System

1) The concepts of growth/development and productivity are essential to all elements of the system, including the target population and the nature of the concept of career education;

2) Various elements can be coordinated through the introduction of a single central purpose and through a set of products and procedures that are aimed at achieving that purpose; and

3) The ecological or systems approach is the most effective way of designing an intervention or series of interventions that can impact on the target population.

4. Ideal Outcomes

A description of ideal outcomes functions as a guiding image in model development and implementation. Based upon the assumptions and purposes, but not strictly bound to the realities of price, power, or time, the ideal outcomes serve (a) to direct effort and (b) as one standard against which to assess the adequacy of an operationalized program. A description of ideal outcomes for each major model component includes:

a) Individual Outcomes--Each program completer will be:

1) Trained in good work habits and decision-making skills;

2) Equipped with job hunting, job getting and job holding skills;

3) Competent in basic academic skills;

4) Placed in a paid occupation or further education consistent with training;

5) Using a values system through which one makes decisions and/or adopts life styles;

6) Exhibiting economic independence, personal fulfillment and an appreciation of the dignity of work;

7) Establishing and utilizing contacts in the adult world of work;

8) Aware of and somewhat knowledgeable about the wide range of alternative occupations/activities available;

9) Demonstrating knowledge of self including interests, ability, emotions and aptitudes in relation to others and with regard to work, sociability and leisure time;

10) Exhibiting social attributes of interaction, understanding, and appreciation of others;

11) Utilizing an ability to recognize, analyze and benefit from personal success and failures;

12) Adapting to a changing society and finding personal satisfaction and success;

13) Increasing the numbers of real choices for the individual; and

14) Demonstrating maturity, sociality and communicability.

b) Formal Schooling Outcomes will include:

1) Increased range of experience within the courses offered to students--emphasizing many life styles and utilizing career opportunities whenever possible and focusing on individual growth and development;

2) Heightened sense of accountability by installing systematically devised and implemented procedures for assessment of needs, specifying outcomes and performing systematic evaluation;

3) Improved in-service education programs aimed at incorporating career education into the entire curriculum;

4) Improved counseling, guidance, placement and follow-up services;

5) Increased participation in policy-making by teachers, students and community citizens;

6) Improved image of career and vocational education, as well as education in general;

7) Improved services to all children, particularly those with handicapping conditions; and

8) Improved services to community, meeting needs at all levels and ages.

c) Community Outcomes will include:

1) Support for individual students and for the career education program will occur within all segments of the community.

2) Improved access to formal school system and the creation of an ongoing, life-long career education program;

3) Increased participation of community in educational policy-making;

4) Improved utilization of facilities and potential within all elements of the community--including participation in education and human service efforts;

5) Increased satisfaction with life and opportunity within the community;

6) Increased supply of trained manpower in appropriate areas of expertise;

7) Increased systems integration and communication ... and interdependence of community elements; and

8) Lessening of many stereotypes increasing equality of opportunity.

d) Systemic Outcomes will include:

  1) Subsystem integration of various subsystems to achieve the central purposes of the program and potential for the future;

  2) Improved economic production and social service through matching individual talents and societal needs; and

  3) Increased productivity and growth within all subsystems in the system.

5. Elements

Program development requires the specification of elements that must be combined in order to achieve the outcomes or goals established for the program model. The elements involved in this program model include:

a) Individual--each student is the school system and his/her respective parents (emphasizing children with handicapping conditions);

b) Community--all the special interest groups within the area served by the school system and/or area in which the individuals live;

c) School--the formal public educational system, K-12, including teachers, administrators, facilities and materials; and

d) Society--the sum of the above which is assumed to be greater than the sum of the parts.

Each of these elements is composed of primary and secondary members which crossover the boundaries of the elements. Such joint membership permits the elements to be united into a common purpose. The figure below, Element Membership, depicts the primary and secondary membership of each element.

Each of these elements is a formal organization complete with characteristics such as a boundary and power/authority system (Corwin, 1963). One of the responsibilities of this program model is to develop components, and procedures within components, that force interaction and cooperation between these elements in order to achieve a single goal--provision of career education services for handicapped students.

	SOCIETY		
	School	Community	Individual
PRIMARY MEMBER	Administrators Teachers	Business Community Political Community Industrial Community Special Services Special Interest Groups Social Groups	Students with handicapping conditions Parents
SECONDARY MEMBER	Students Parents Business/Industry Citizens at Large	Parents Students	All personnel of school and community

Fig. 1. Element Membership

A GENERAL DESCRIPTION OF THE PROGRAM MODEL

The basic perspective advanced through the program model is the ecological point of view. This perspective holds that a student's handicap is the product of the interaction of a student's life-space and behavioral setting. The life-space includes the student's values, skills, feelings, desires, self-image and other variables shared by human beings. The behavioral setting is the totality of the environment in which the child is immersed. The behavioral setting and the life-space are mutually interactive, having consequences for one another. If the "fit" between life-space and behavioral setting is "good," the result is satisfying for the student and for those in the student's sphere of influence. If the fit is not "good" the result is a condition that functions to handicap the student when acting within his/her environment (Paul, 1976).

The ecological point of view holds implications for program development such as the notion that the responsibility for the behavior of any individual in the system is a shared responsibility between the student and the persons and institutions that constitute the student's behavioral setting. Blame does not focus exclusively on the student as it does in other perspectives. A handicapping condition is neither the student's fault nor something inherent to the individual; rather, the condition is an interaction of the life-space in the behavioral setting of the child. Interventions must improve the fit between the life-space and behavioral setting through rearranging either or both spheres of influence rather than simply concentrating on correcting some inadequacy in the student. Further, the intervention must include all those participants that impinge on the interaction, or that are involved in the student's life-space and behavioral setting.

Several different paradigms are available as frameworks from which to create an intervention program. One such paradigm is the curriculum approach, the design traditionally used within education to address most problems. It is assumed that, given appropriate learning experiences, individuals will acquire necessary skills, attitudes and techniques to overcome their problems. Alone, however, the curricular approach is not sufficient because it a) views handicapping conditions only as a personalistic problem of the individual, and b) does not integrate the environmental factors that constitute a student's behavioral setting.

A second paradigm is the general systems approach called mainstreaming, currently regaining favor with the passage of P.L. 94-142. Mainstreaming is both a potentially beneficial and a potentially dangerous educational innovation. The concept could provide for the full participation of handicapped students in the formal educational system; however, without an appreciation for the complexity of the changes required to initiate mainstreaming, it is potentially dangerous because it requires adaptation of the educational system in order to fully implement the concept.

An advantage of the mainstreaming paradigm is that it does adhere to the ecological point of view. Further, mainstreaming can facilitate an optimal fit between life-space and behavioral setting of a child in order to improve formal school achievement and learning. Still, however, mainstreaming focuses only on fitting the child and school environment for purposes of improving formal, intentional learning in a school-centered, classroom setting.

A third paradigm for meeting the needs of students with handicapping conditions is the child advocacy approach. The advocacy model is based on providing more than just formal school learning experiences for the student. It focuses on providing an entire range of services, available within any given community, to meet whatever special needs the student might have. It is movement for children sponsored by persons in the community who are demanding the rights guaranteed to any individual for handicapped students. The idea is to improve the fit between the life-space and the behavioral setting for any student; the approach requires modification of the arrangements between the student and the school, between the curriculum within the school and the child, and so forth. It is an attempt by a new alliance of professionals to provide integration of services, rather than fragmentation of services in order to meet the needs of students. Therefore, decisions are joint decision and no longer solely the responsibility of the schools, the parents, the community, or the student; rather some compromise of the plans of all system elements is required.

The paradigm developed by, for and through this program model is an eclectic model called the Collaborative Approach; it utilizes elements from each of the three aforementioned paradigms in addition to ideas from planning and general systems approaches. More specifically, the model features a) an extensive curriculum, modified to meet the needs of various categories of handicapped children and coupled with a personalized growth program of diagnosis and prescription; b) the reintegration of students into educational settings that represent least restrictive environments, coupled with appropriate organizational adaptations and an in-service education program; and c) utilization of community services to provide the support environment coupled with systematic planning and evaluation, in order to better meet the needs of handicapped students.

The basic outline of the Collaborative Model involves five components: planning; systemic adaptation; training; integrated support services; and evaluation. The basic outline of the Collaborative Model is depicted in Fig. 2. As noted in the figure, each component consists of several elements; each element consists of several strategies. Each element should be initiated at various times during the course of implementing and conducting a similar program. These times are noted in Fig. 3. The approximate position of time lines for the items in the figure suggest optimal time periods for the initiation and duration of each component and element. The entire sequence is set over a 15 month time period, from June to September the following year. It is recommended that implementation be accomplished by utilizing only one elementary, junior high and senior high school during the first semester and expanding to the entire system during the following semester. This arrangement facilitates use of in-system skills and experience. More-detailed information about the model is presented in the next section, Specifics of the Program Model. In this section, each component is broken into its various elements and strategies; information is presented on time requirements, cost requirements, procedures, and expected results.

Component	Element	Strategy/Strategies
1. PLANNING	a. Needs Assessment Package	1. Employer attitude 2. Parent awareness 3. Facilities/equipment 4. Teacher competency 5. Curriculum 6. Guidance and counseling
	b. Occupation and Labor Market Analysis	1. Jobs available 2. Employment needs
	c. Target Population	1. Enrollments by grade and handicap 2. Aggregated strengths/weaknesses of population
2. SYSTEMIC ADAPTATION	a. Placement Program	1. Identifying 2. Screening 3. Assessing 4. Placing handicapped students 5. Due process
	b. Diagnostic Program	1. Comprehensive school-wide testing 2. Specific assessment of handicapped
	c. Diagnostic/Prescriptive	- Special education, career education specialist per school for direct services and technical assistance
	d. Skill Training Aide	- Teaching assistant per skill training class to assist handicapped students
	e. Curricular Reorganization	- Revision of total curriculum and involvement of all staff according to school accreditation guidelines
3. TRAINING	a. Student Curriculum Grades 1-6 Grades 7-10 Grades 11-12	- Outline and specific materials addressing topics of self awareness, career awareness, social awareness and skill training (e.g., decision-making, values clarification, economic awareness, job getting, job keeping and vocational skills), for each grade level
	b. In-Service Staff Development Program	- Outline and materials for a year-long in-service program which addresses a dozen areas of teacher competency and concern

Fig. 2. The Collaborative Model

Component	Element	Strategy/Strategies
4. INTEGRATED SUPPORT SERVICES	a. Guidance, Counseling and Placement Program	1. Use of formal curriculum 2. Individual and group counseling 3. Career days/conferences 4. Job file 5. Resource room and teacher assistance 6. Newsletter 7. Family counseling 8. Job placement bureau
	b. Parent Involvement	1. Development of IEP's 2. Parent Advisory Group (evaluation, participation, committees, parent/teacher workshop)
	c. Involvement of Business Community	1. Resource file 2. Shadow study 3. Floating skill-training stations 4. Placement and follow-up 5. Teacher "exchange days"
	d. Cross-Age Tutoring and Goal Setting	1. High school tutoring project 2. Goal setting conferences
5. EVALUATION	a. Formative Procedures	- Student achievement; enrollment; teacher opinion, confidence and competency; parent/employer opinion; prescription development; expert/third party review.
	b. Summative Procedures	

Fig. 2. The Collaborative Model (Continued)

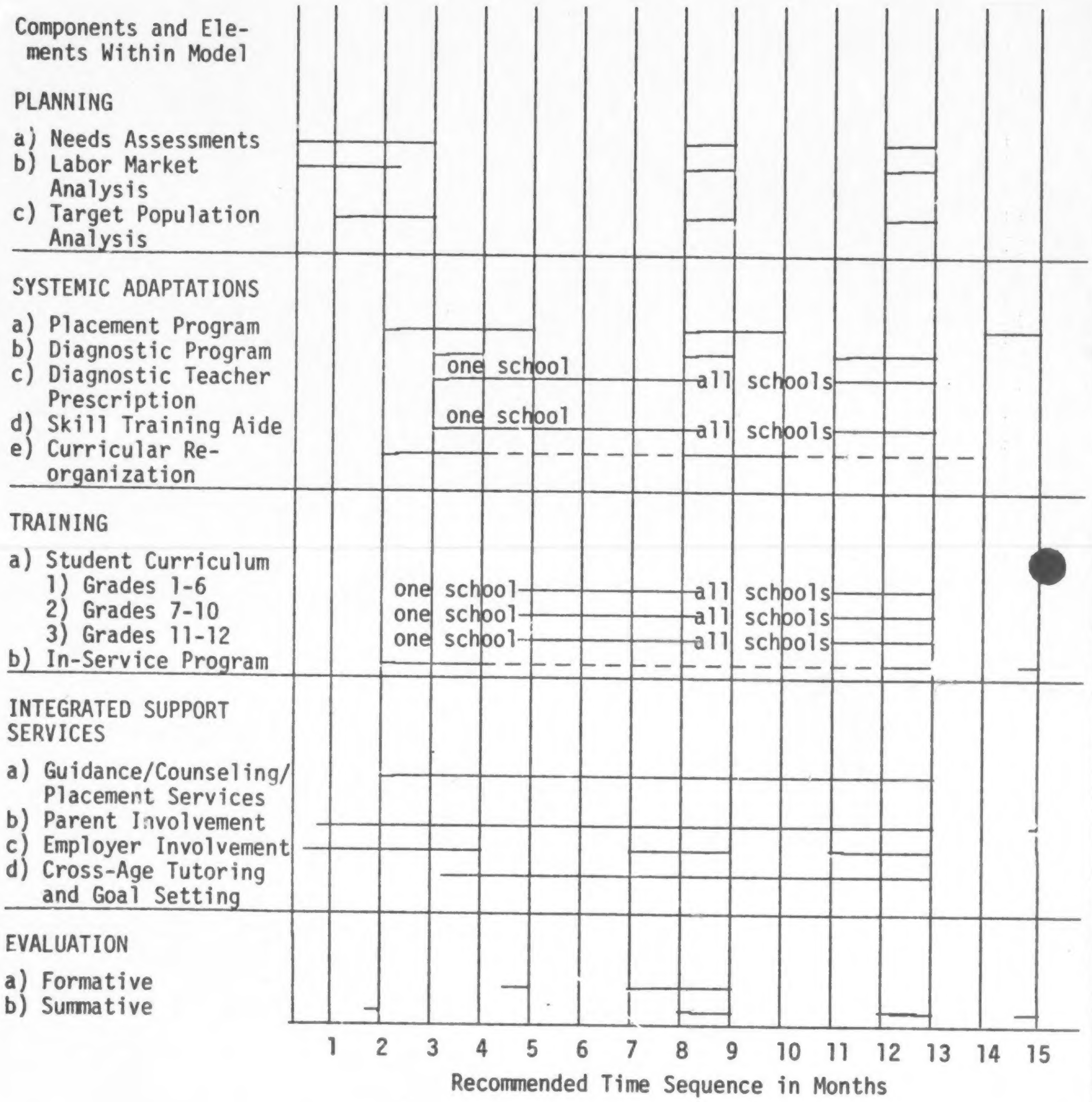

Fig. 3. The Collaborative Model in Suggested Time Sequence

SPECIFICS OF THE PROGRAM MODEL

Planning

The planning component consists of a number of data collection procedures, broadly categorized into three sets of activities entitled a) needs assessment, b) labor market and occupational analysis, and c) target population analysis. Each of these activities produces data useful for implementing the program model in a local school setting.

Needs Assessment

The needs assessment activities address six specific areas of school and community life and are best conducted in the several months prior to initiation of in-school career education activities, with periodic follow-on surveys of employers throughout the school year. The areas of concern include Employer Attitudes and Work/Training Opportunities, Curriculum, Facilities, Teacher Competency, Guidance and Counseling Services and Parent Awareness. Figure 4, An Overview of the Needs Assessment Package, outlines the more important information relative to each instrument procedure. The information pertains to time, costs, issues, characteristics and potential benefits for each procedure. The category "time" is that amount of time required to conduct one administration of the instrument; "cost" is that cost associated with reproduction of the instrument, travel costs to reach the informant, administration time for the assessor and scoring time for the assessor, based on a pay-rate of $8.00 an hour. The category "issues" are those general topics about which information is accessed; "characteristics" are a brief description of the instrument. The category of "benefits" notes the direct and serendipitous benefits derived through use of this procedure.

The needs assessment instruments can be used as a package or as individual information gathering devices. Administration is not a difficult task and can be conducted by the career education director or career and vocational instructors. Specific directions accompany each instrument; the instruments are included as Appendix B, Needs Assessment Package, of this Final Report.

Labor Market Analysis

The labor market analysis activities utilize two techniques to determine employment needs in the school system's surrounding community. The first technique involves contacting the Employment Security Commission for the local area and requesting the employment projections for the community. These projections are moderately useful for general employment needs in the broad area of communication and media, particularly if more than fifteen vacancies are anticipated for a particular occupation.

The second technique is more costly and time-consuming, but provides significantly more information and has potentially useful by-products. The second technique is to use the questions under part "B" of the needs assessment instrument, "Employer Attitude and Work/Training Opportunities."

INSTRUMENT	TIME	COST	BROAD ISSUES ADDRESSED	CHARACTERISTICS	BENEFITS (EXPECTED AND UNEXPECTED)
1-Employer Attitudes and Work/ Training Opportunities	45 min./ employer	$18 per interview	A-Job openings B-Entry level skills C-Hiring the handicapped D-Prospective involvement in career education program	This is an easy-score interview instrument. It can be used with each prospective employer who might be included in the program, or with a 20% sample of employers in a given occupational category.	A-How many persons should receive training B-What kind of curriculum is appropriate C-Potential for program involvement D-Awareness of problems of handicapped E-Personal contact with business community F-Jobs available
2-Curriculum	2 hrs/ curriculum	$25.00 per set of materials	A-Objectives B-Format C-Use/Selection D-Content E-Evaluation	This instrument permits comparison scores by several evaluators by quantifying the areas of concern. At least a portion of this instrument was usable with all curricular materials inspected. Speed of administration increases with practice.	A-Quantifies measure for each of the issues which permits multiple comparisons of the same materials or comparisons of similar sets of materials. B-Refresher for the evaluator on the prerequisites of curriculum in the event local materials must be constructed/adapted.
3-Facilities and Equipment	4 hrs/ school	$50 per school	A-Utilization of facilities B-Condition of facilities C-Condition of equipment	This is a group interview instrument designed for use as an expert review by professionals in the field. Works well as a walking tour coupled with a luncheon meeting.	A-Quantifiable measure for each of the three issues that can be used to justify need or to increase/decrease use. B-Introduction to and incorporation of community professionals into the program.

Fig. 4. An Overview of the Needs Assessment Package

(Continued)

INSTRUMENT	TIME	COST	BROAD ISSUES ADDRESSED	CHARACTERISTICS	BENEFITS (EXPECTED AND UNEXPECTED)
4-Guidance and Counseling Services	30 min.	$8.00 per interview	A-Diagnostic program B-Career emphasis C-Aid to the handicapped D-Placement/followup services	This can be an individual or group interview and quickly outlines the major components of the vocational guidance program.	A-Description of diagnostic/ prescriptive program and handicapped services B-Identification of needs C-Results of placement program D-Involvement of guidance personnel
5-Teacher Competencies	1 hr. for up to 100 teachers	$30.00 per session	A-Curriculum abilities B-Career ed needs C-Handicapped needs	This group survey questionnaire can be administered to a large group and compiled for percentages of teachers with certain strengths and/or weaknesses.	A-Identification of particular teacher strengths and weaknesses for in-service emphasis. B-Increase in teacher awareness and receptivity to in-service program.
6-Parent Awareness	1 hr. for up to 12 parents	$2.00 per parent	A-Awareness B-Concerns C-Willingness for involvement	This can be a "take home" questionnaire, a phone interview or a portion of a parents night.	A-Quantifiable estimates of parent awareness and concern for planning purposes. B-Preparation for involvement in program. C-Increase in awareness.

Fig. 4. An Overview of the Needs Assessment Package (Continued)

These questions provide current information from all local employers on items such as actual and anticipated parttime and fulltime positions, rate of employee turnover, salary ranges and skills or experience required. As importantly, the employer interview technique has potentially beneficial by-products such as establishing/continuing contact with local employers, improving the public image of the career education program and involving the employers in the overall program. Further, this technique can be updated periodically, simply through phone calls or post card exchanges between the employer and program personnel.

Target Population Analysis

The target population analysis features two procedures: a) identifying students to serve by number and grade level, and b) identifying the particular skills and weaknesses of the aggregated target population. Enrollment data concerning numbers of handicapped students by grade level and specific handicapping condition should be available at the central office level, given the compliance and reporting requirements of several federal laws. Such information is useful in deciding where to concentrate certain in-service activities as well as helpful in determining the most appropriate curricular and instructional activities.

The particular skills and weaknesses of the aggregated target population can be derived through examining the overall nature of the results of the comprehensive diagnostic testing program. The idea is to address the issue of general strengths and weaknesses rather than individual diagnosis. The diagnostic testing program is described in the model component entitled Systemic Adaptations.

SYSTEMIC ADAPTATIONS

The systemic adaptations component focuses on making adjustments within the delivery system of the school district in order to facilitate meeting the career education needs of handicapped children. As a result of legislation and litigation, a concept termed "the right to education" has evolved. The concept has been interpreted to mean that "school systems must provide all children equal opportunities to develop their own capabilities; the school systems, thus, are required to provide different programs and facilities for pupils with different needs, according to their needs" (Turnbull, 1975). "A public education alone is not sufficient; the education must be appropriate to the needs of the child" (Paul, 1976). Such appropriate education must include provision for services in the least restrictive environment, diagnosis and prescription of individual needs, curriculum and instruction suitable to individual needs and the right to due process. In order to provide such services, systemic adaptations within the delivery system of the public school must occur. The means to accomplish such adaptations in this program model is through adopting and adapting the concept of mainstreaming.

As mentioned earlier, mainstreaming is an ecological orientation which is centered primarily within the delivery system of the school and directed primarily at student achievement. It is one strategy for serving children in the least restrictive environment by including handicapped children, wherever possible, in the regular classroom. Yet mainstreaming is much more than placement of children in regular classrooms. It demands a restructing of the broad outlines of traditional schooling in at least the following areas: a) diagnosis of individual strengths and weaknesses; b) placement of students in time/physical setting; c) involvement of entire school staff in program planning; and d) structural adjustments within the classroom setting that facilitate mainstreaming. Other revisions such as curricular revisions, staff in-service education and revision in the support services network are also required. These revisions are included within other components of the program model and constitute a new articulation/coordination between career education, vocational education, special education and regular academic education as well as a new articulation/coordination between the school system and the community at large. The elements included within the Systemic Adaptations component are depicted in Fig. 5 together with pertinent information about each.

Placement

The placement of students involves identification/referral/screening/assessment/diagnosis/placement of students and the right to due process. The process necessarily involves the teachers, counselors, parents and specialized service personnel.

The specific procedures for referral, screening, assessment and placement for children with special needs within the program model were adapted with/from the North Carolina State Board Policy on this process. The process can be summarized as follows:

A. General Information

1. Referral

Identify student with suspected problem by teacher, parent or other individual. It should include written brief of strengths/weaknesses of potential special needs students to exceptional programs chairperson. This is not a referral for special education but a referral for screening. Before such written referral, however, the identification process should include informal contact with parents to discuss the child's problems, collect additional information and perhaps remedy the problem. Additional observation as well as opinions from other school staff is also advisable.

2. Screening

Screening involves referral of the child to the school-based committee consisting of the principal, teacher, director

Elements	General Information			
	General Approach	Who Is Involved	Costs	Benefits/Potential
Placement Program	This process is the generic procedure for identifying/referring, screening, assessing, and placing handicapped children into appropriate educational settings. It also includes evaluation and replacement.	- Teachers - Parents - Counselor/Psychologist - Local Administrator	Unknown	- State and federal law regulations require this program - Elicits considerable parent and community support
Diagnostic Program	This program is the school-wide testing program for collecting general information and encouraging career thinking among students	- Director of testing and/or part-time vocational counselor - All students in system	$2.00 per student per year	- Provides basic information for placement program - Provides career aptitude and interest information for/on all students - Improves test-taking skills of students
Diagnostic/Prescriptive Teacher	This program is designed to better serve students by providing in-school technical assistance to all teachers. Special areas of concern are curriculum, prescription and instructional techniques.	- One teacher per school, grades K-8 - Involves all teachers in some capacity	$12,500 per school per year	- Increases ability to serve children within each school - Increases skills of individual teachers to work with handicapped children - Potential to improve staff morale

Fig. 5. Systemic Adaptations Component

(Continued on next page)

Elements	General Information			
	General Approach	Who Is Involved	Costs	Benefits/Potential
Skill Training Aide	This program is designed to provide the extra attention needed by some handicapped students in order to achieve mastery learning of vocational skills.	- Teacher aide - Skill training instructor - Director of career education and Director of vocational education	$6,000 per classroom per year	- Increases ability to serve handicapped children - Decreases resistance of regular classroom teachers - Improves individual achievement and interest
Curricular Reorganization	This process is designed to provide a career education introduction and information to all teachers. It is also necessary for overall planning.	- All teachers, by grade level or subject matter, within the school system	10 hours of teacher time per teacher	- Accreditation or reaccreditation of school curriculum - Involvement of staff in total program

Fig. 5. Systemic Adaptations Component (Continued)

of special needs, counselor and/or school psychologist and other teachers or specialists as needed. It also requires securing permission from the parents for individual testing and "due process" procedures should they refuse. Once having secured the authorization to conduct the screening, observation, health, sensory and educational screening may be conducted and reported to the school-based committee.

3. Assessment

The screening results permit the school-based committee to decide on the necessity of additional assessment. The parents are again involved in that decision and have the right to appeal any decisions the school-based committee make. Assessments are conducted and the results together with recommended actions are reported to the placement committee. This must be done yearly for each special needs student.

4. Placement

a) Written prescriptions are prepared for each child (IEP or individualized educational programs). This prescription should include statement of needs and present status, statement of goals and objectives; statement of services to be provided; dates of initiation and duration; and evaluation procedures.

b) Parents should be involved in developing IEP's, again have the right to appeal and should be provided with a list of agencies that offer free evaluations as well as appeal procedures.

c) The child is placed in their educational setting. The parents retain the right to appeal.

d) Committee made up of chairperson of exceptional program, chairperson of school-based committee, superintendent, psychologist and others.

B. State Guidelines

1. Programs for Crippled Children

a) Required Screening or Evaluation Before Placement

1. Medical evaluation

b) Recommended Screening or Evaluation Before Placement

1. Educational evaluation
2. Adaptive behavior evaluation
3. Psycho-motor evaluation
4. Speech and language evaluation
5. Hearing screening
6. Visual screening

2. Programs for Emotionally Disturbed Children

  a) Required Evaluation Before Placement

    1. Educational evaluation
    2. Psychological and/or psychiatric evaluation

  b) Recommended Evaluation Before Placement

    1. Medical evaluation
    2. Speech and language evaluation

3. Programs for Hearing Impaired Children

  a) Required Screening or Evaluation Before Placement

    1. Educational evaluation
    2. Speech and language evaluation
    3. Audiological evaluation
    4. Otological evaluation

  b) Recommended screening or Evaluation Before Placement

    1. Psychological evaluation
    2. Adaptive behavior evaluation
    3. Visual screening
    4. Ophthalmological evaluation

4. Programs for Educable Mentally Retarded Children

  a) Required Screening or Evaluation Before Placement

    1. Educational evaluation
    2. Psychological evaluation
    3. Adaptive behavior evaluation
    4. Psycho-motor evaluation
    5. Medical screening
    6. Hearing screening
    7. Visual screening

  b) Recommended Screening or Evaluation Before Placement

    1. Medical evaluation
    2. Speech and language evaluation

5. Programs for Multi-Handicapped Children

  a) Required Screening or Evaluation Before Placement

    1. Educational evaluation
    2. Psychological evaluation
    3. Adaptive behavior evaluation

4. Psycho-motor evaluation
5. Medical evaluation
6. Speech and language evaluation
7. Hearing screening
8. Visual screening

b) Recommended Screening or Evaluation Before Placement

1. Audiological evaluation
2. Ophthalmological evaluation

6. Programs for Speech and Language Impaired Children

a) Required Screening or Evaluation Before Placement

1. Educational evaluation
2. Speech and language evaluation
3. Hearing screening

b) Recommended Screening or Evaluation Before Placement

1. Psychological evaluation
2. Medical screening
3. Visual screening

7. Programs for Visually Impaired Children

a) Required Evaluation Before Placement

1. Educational evaluation
2. Ophthalmological evaluation

b) Recommended Evaluation Before Placement

1. Adaptive behavior evaluation
2. Speech and language evaluation

8. Programs for Learning Disabled Children

a) Required Screening or Evaluation Before Placement

1. Educational evaluation
2. Psychological evaluation or other option approved by the Division for Exceptional Children
3. Adaptive behavior evaluation and psycho-motor evaluation, if psychological is required
4. Medical screening
5. Hearing screening
6. Visual screening

b) Recommended Evaluation Before Placement

1. Speech and language evaluation

A suggested form devised for purposes of recording and displaying information for the appropriate committee is as follows:

LOCAL COMMITTEE SUMMARY FOR APPRAISAL OF STUDENT WITH SPECIAL NEEDS

1. Local Educational Agency ____________________
2. Name of School ____________________
3. Enrollment Date of Student in School ____________________
4. Enrollment Date of Student in Special Program ____________________
5. Original Referral:

6. Name ____________________
   Last First Middle Age Sex Grade

7. Home Address ____________________
   Number & Street City Zip Telephone

8. Circle Areas That Apply to:
   Major Areas of Deprivation
   SE - Socio-Economic
   CLT - Culturally
   E - Educationally
   D - Dropout
   U - Unemployment

9. Circle Areas of Major Handicapping Conditions:
   Major Handicapping Conditions
   TMR - Trainable Mentally Retarded
   EMR - Educable Mentally Retarded
   HH - Hard of Hearing
   D - Deaf
   SI - Speech Impaired
   VH - Visually Handicapped
   SED - Seriously Emotionally Disturbed
   C - Crippled
   LD - Learning Disability (specific)
   OHI - Other Health Impaired

10. Circle the Appropriate Response: The student has been determined eligible for services from the Division of:

Exceptional Children	Yes No	Other Agencies (List)	
Vocational Rehabilitation	Yes No	____________________	Yes No
Social Services	Yes No	____________________	Yes No

11. Does the student reside in area of excessive youth unemployment? Yes No
    and/or an area with excessive school dropout rates? Yes No

12. Indicate why the above named student cannot presently succeed in a regular education program. Provide specific examples which support the committee's decision. (Attach additional pages if necessary.)

13. Indicate the source(s) of data that support the statements made in item #12.

LOCAL COMMITTEE SUMMARY FOR APPRAISAL OF STUDENT WITH SPECIAL NEEDS (Continued)

14. Indicate referrals recommended for more completely understanding the student and for specific treatment and/or training.

A. Medical
   1. Name of Agency: ________
   2. Date of Referral: ________

B. Testing - Psychological, etc.
   1. Name of Person(s) of Agency(s): ________
   2. Date(s) of Testing: ________

C. Mental Health Clinic or Pupil Personnel Services
   1. Name of Agency: ________
   2. Date of Referral: ________

D. Parent - Interview
   1. Home Visit: ______ Date: ___
   2. School Visit: _____ Date: ___
   3. Telephone: _______ Date: ___
   4. Other: ___________ Date: ___

E. Other ________

15. Provide additional remarks or comments.

16. Indicate what will be done to help the student to succeed in a regular education program or to otherwise achieve his/her educational objectives through a special program. If the student is to be placed in a special program, explain why.

17. Circle the appropriate response:

Has parental approval been given for placement of the above named student in a special program? Yes No
and/or as a recipient of special supportive services? Yes No

18. List names and positions of Student Appraisal Committee members.

________ ________
________ ________

Signed: ________
Chairman, Committee for Appraisal of Student
Date ________ 19__

Signed: ________
Principal of School
Date ________ 19__

Diagnostic Program

A comprehensive diagnostic and testing program has a number of benefits. Not only does it provide indications about potential special needs students, but also the program provides career, interest and aptitude data on each child; provides a career awareness stimulus; and produces baseline data for future evaluation and comparisons. A comprehensive program requires a standard battery of measures to be administered to each child in the school system; additionally, specialized diagnostic tests must be available for assessment and diagnostic purposes for students referred as potential special needs students in order to clearly pinpoint individual strengths and weaknesses. For purposes of a comprehensive communication and media career education program that serves handicapped children, assessment instruments that contain measures of perception, manual dexterity, vision, hearing, speech, reading comprehension, emotional stability, attitude, interest, self-concept, social relations and aptitude/achievement are a necessity. The specific instruments selected for the program model, along with suggested sequencing are as follows:

Comprehensive Program

Test	Grade Level
Common Test of Basic Skills	3
Career Awareness Inventory	5
Iowa Test of Basic Skills	6
Gates-McGinitie Reading Test	8
Step and Scat	9
Work Values Inventory	9
Lorge-Thorndike Intelligence Scale	10
Flanagan Aptitude Classification Tests	11
Self-Directed Search - Form E	11-12

Additional Tests for Diagnostic and Assessment Program (as needed)

Crawford Small Parts Dexterity Test and/or MacGurrie Test for Mechanical Ability
Wechsler Scales
Bender Gestalt
Detroit Tests of Learning Aptitudes
Purdue Perceptual Motor Survey
Vineland Social Maturity Scales
Medical Examinations
KeyMath

It is recommended that the director of testing, the school psychologist or psychometric or vocational counselor be made responsible for the overall testing program. Aggregated results must be made available to the director of career education and the curriculum supervisor for inclusion in the planning and implementation of instructional programs.

Time/physical setting of students is the second area of restructuring the broad outlines of schooling that requires redress in terms of mainstreaming. This issue has been addressed by a number of educators; one of the more comprehensive and widely accepted efforts in this regard is the cascade of services concept addressed by Deno (1971) and depicted in Fig. 6. This concept, adopted by the Council for Exceptional Children, is being used throughout the country.

Level I	Children in regular classes, including those "handicapped" able to get along with regular class accommodations with or without medical or counseling supportive therapies	"OUT-PATIENT" (Assignment of pupils governed by the school system)
Level II	Regular class attendance plus supplementary instructional services	
Level II	Part-time Special Class	
Level IV	Full-time Special Class	
Level V	Special Stations	"IN-PATIENT" PROGRAMS
Level VI	Homebound	
Level VII	Instruction in hospital or domiciled settings	(Assignment of children to facilities governed by health or welfare agencies)
	"Non-educational" service (medical and welfare care and supervision)	

Fig. 6. The Cascade System of Special Education Service

In such a model, not all handicapped children are relocated; a number of children remain part-time in special classes or resource room settings. Still other children remain fulltime in such settings or are served in separately housed trainable programs and sheltered workshops. Still other students are housed/served in non-educational institutional facilities. The emphasis within the program model, however, is with the provision of services to children in levels 1,2,3 and 4 from the Cascade of Services idea. More specifically, the program model range of services can be described as follows:

1. Regular Classroom Placement - include supplemental in-class services
2. Part-time Special Class
3. Full-time Special Class.

One technique employed within the program model to provide these services was a diagnostic and prescriptive teaching program within each school. This program is an adaptation of the approach devised by Proud. His original diagnostic and prescriptive teaching program featured a consulting teacher in each school that served as an in-school consultant to teachers of students with special needs and thus served only students in regular classrooms. However, closer analysis of this technique and the need to provide some part-time special classes led to the provision of an adapted diagnostic and prescriptive teacher at each school that served as a consultant to regular teachers and provided direct services to students. Such a program was highly cost effective and encouraged teacher participation as well as placement of handicapped children in regular classrooms. The typical day of a diagnostic/prescriptive teacher/consultant included all the following: a) observation of a referred child; b) ten to fifty minute sessions within or outside regular classroom with several special need students; c) development of three individual prescriptions and conferences with teachers; d) follow-up observation of child; e) two hours of special class for fifteen special needs students; and f) several teacher conferences.

One such teacher is assigned to each school with special emphasis on schools serving grades 1 through 8. The teacher must have special education, curricular and hopefully career education experience or training.

Provision of services through this format encourages flexible scheduling. It works best if many special programs, including music, art and so forth, are formatted in a similar fashion. The diagnostic/prescriptive teacher can also be used to team teach with regular teachers whenever possible.

The on-site technical assistance offered through this technique not only serves students more efficiently and effectively, but also has potential for increasing regular teacher competency for working with handicapped children and career education. It is recommended that the diagnostic/prescriptive teacher program be undertaken as a joint venture between career education and special education.

Skill Training Aide

At the high school level, particularly in vocational classes, the skill training aide is suggested as a device to assist in regular classroom services. Any class with eight or more handicapped students qualifies for an aide. The aide assumes major responsibilities in any course, particularly for non-vocational aspects. The aide provides daily one-to-one assistance to each handicapped child to insure that the content for that day is absorbed and digested. The aide assists in production activities, offers reading assistance and meets/mediates the attention needs of the student. Further, the aide assists in reworking any curriculum content that the student cannot grasp into smaller bits or related concepts. The aide must keep a personal folder on each student, handicapped and non-handicapped, indicating student progress, specified by the skills and operations prescribed in the communication and media curriculum. Students move at their own speed and achieve mastery of such operations with the emphasis on production and performance.

The aide works closely with and at-the-pleasure-of the teacher. While it is not particularly important that the aide have vocational skill training knowledge or skills, it is important that the aide be familiar with students, with school in general, and with other career and academic subjects, particularly reading. The aide works an "in-class" workday, is not responsible for teacher workdays and is not necessarily a certified teacher. However, given the current oversupply of certified teachers, most systems should be able to find willing, able, certified, well qualified aides available for the suggested cost figure. The aide can also be used to release the regular teacher to work on job placement of potential program graduates when the skill training lessons are practice sessions and are familiar to the aide.

While the aide must be subordinate to the regular teacher, it is suggested that the aide have direct access to the director of career education and that in-service opportunities for aides be offered.

Curricular Reorganization

The proposed curricular reorganization procedure is suggested in order to introduce and involve all teachers in the career education program. It is also facilative of overall program planning and is necessary/useful in working for accreditation or reaccreditation.

The suggested process involves teachers within each school and within the entire system working by grade level and/or major discipline taught, to develop grade level objectives (stated in performance terms with levels of mastery and percentages of successful completers) as well as strategies for addressing the objectives for a number of areas for student growth. Restructuring specifics can be accomplished through a self-study following the accreditation guidelines for Southern Association. A suggested outline of topics might include those items listed in Figure 7.

1. The student will develop communicative skills.

Reading	Writing
Spelling	Speaking
Listening	

2. The student will acquire computational skills.

3. The student will develop a positive attitude toward themselves and others.

Self concepts	Cooperation
Understanding of interdependence of races, creeds, cultures	Responsibility for getting along with others
	Respect for self and others

4. The student will be a responsible citizen.

Understand government	Knowledge of cultural heritage
Patriotism	Morality
Ability to adjust to a changing society	Citizenship-civic rights and responsibilities

5. The student will develop skills and understandings in the sciences.

Natural sciences and resources	Social sciences
Health and safety (physical fitness--public and personal safety)	

6. The student will develop skills to enter the world of work.

   Development of occupational skills and interests
   Awareness and knowledge of occupational areas
   Interest in and ability to secure and hold jobs or find additional training and/or education
   Management of money, values clarification and decision-making (buying, selling, investment)

7. The student will learn how to use leisure time.

Physical, intellectual, creative	Recreation - sports
Social activities	Physical education - physical skill development
Reading, listening	

8. The student will develop appreciation of culture and beauty.

   Develop talents in music, art, literature and foreign language
   Develop creative self expression through various media
   Cultivate appreciation for beauty in various forms

Fig. 7. Outline of Career Education Curricular Reorganization

This is not intended to be a complete listing, but rather a guide. The idea is to involve every teacher in thinking about their everyday activities in terms of these topics, with particular emphasis on career education skills. The overall procedure should involve every teacher in the system for about ten hours; additionally, several teachers from each school will be involved in an additional twelve hours of effort on the specifics of the objectives and strategies.

Among the products of this procedure are: a) a grade-by-grade outline of career education; b) introduction to and attention by all teachers to the topics of communication and media and career education; and c) consideration by each teacher about how to teach these subjects in their own classes.

TRAINING

The training component consists of two elements, the student curriculum and the in-service staff development program.

Student Curriculum

The curriculum is another critical means of mainstreaming special needs students and mainstreaming a career education program for special needs students. It follows logically from the general curricular reorganization proposed in the Systemic Adaptation Component and involves the development/introduction of a sequential career education curriculum in communication and media. Not only is the curriculum a sequential one, it is individualized and personalized through the preparation of an IEP for each handicapped student and administered through the diagnostic/prescriptive teacher program and the skill training aide program.

The individualized prescription must take into account the referral, assessment and placement information, as well as the overall instructional goals of classroom teachers. The individual instructional plan for each handicapped child focuses on the specific areas of incongruence between the child's life-space and behavioral setting. The prescriptive planning program must include the following items: a) referral reason indicating what the problem is perceived to be; b) specific behavior incidences that illustrate/support this contention; c) assessment ratings; d) findings of the school based committee; e) findings of the placement committee; f) statement of teacher's aims and goals for next grading period; g) statement of potential/actual difficulties of student with regard to these goals; h) statement of strategies devised by regular teacher and diagnostic and prescriptive teacher to match goals and abilities; i) benchmarks that can be used to assess relative progress of strategies; j) implementation procedures; k) curriculum to be utilized; l) observation times by diagnostic/prescriptive teacher for monitoring purposes, and m) a section for comments on the relative effectiveness of the technique.

Once the detailed education prescription is worked out, the program will be implemented by the regular classroom teacher and monitored by the diagnostic and prescriptive teacher.

The career education portion of the curriculum and educational prescription utilizes a sequential career education curriculum in communication and media. The curriculum includes major organizational areas and specific instructional materials. It is designed such that it is mergable with the on-going instructional program of the school system in order to facilitate a smooth integration of the career education idea.

Four broad conceptual areas are used to organize the curriculum: a) self awareness; b) social awareness; c) career awareness; and d) specific skill training -- both life skills and vocational skills. These four conceptual areas comprise a comprehensive list of life skills necessary to be a functional adult, and include an option for vocational skill training, as indeed any comprehensive career education program must provide.

While there is overlap between any two of these four areas, the following outline suggests the content addressed through specific instruction within each of the four areas. Specific content builds on skills and experiences acquired earlier in the content; however, achievement of mastery is not contingent upon acquiring the prerequisite skills through any single particular prior activity. Such lockstep sequencing is impractical, given the high mobility of contemporary society. Importantly, each grade level in the early grades has a culminating group activity that unites the various career education skills and activities around a communication and media orientation. Additionally, it is noted that the specific skills activities always impact on the other areas.

The broad curricular outlines are depicted in Figure 8. The specific instructional materials, including goals, activities and directions, developed for each grade level, are included in Appendices E and F of this Final Report.

Grade Level	Curricular Area			
	Self Awareness	Career Awareness	Social Awareness	Specific Skills
1- 3	1. Self/other differentiation 2. Attention behavior 3. Identity (self-concept) 4. Recognition of personal needs	1. Work as a condition of life 2. Available jobs 3. Sense of time 4. Direction taking	1. Cooperation helping and empathy 2. Moral judgment 3. Interaction skills 4. Manners and rights of others	1. Values clarification 2. Decision-making 3. Economic skills
4- 6	1. Recognize strengths/ weaknesses 2. Emotive behavior	1. Kinds of available jobs 2. Recognition of leisure interests and work with hands	1. Mobility in school/community 2. Interaction skills 3. Listening behavior	1. Personal needs 2. Values clarification 3. Decision-making

Fig. 8. Curriculum Outline

Continued

Grade Level	Curricular Area			
	Self Awareness	Career Awareness	Social Awareness	Specific Skills
	3. Appearances (effects and strategies) 4. Self-expression 5. Family/group membership	3. Work values 4. Computational skills 5. Recognition of importance of communication and media	4. Worth of all people	4. Economic skills
7- 8	1. Acceptance of individual differences 2. Self-concept 3. Self-confidence	1. Familiarity with many communication/media occupations 2. Vocational aptitudes and interests 3. Leisure interests 4. Computational skills	1. Communication and listening skills 2. Importance of multi-ethnicity 3. Listening behavior 4. Cooperative behavior	1. Values clarification 2. Decision-making 3. Economic skills 4. Job-getting skills 5. Job-keeping skills
9-10	1. Roles of self 2. Expectation/acceptance of success and failure 3. Personal habit recognition	1. Career options and interests 2. Interrelatedness of the economy 3. Sense of time	1. Membership and role in family, groups and organizations 2. Interaction skills-listening, speaking and attentiveness	1. Values clarification 2. Decision-making 3. Economic skills 4. Job-getting skills 5. Job-keeping skills 6. Skill training
11-12	1. Self improvement 2. Self-directness 3. Demonstrating independence 4. Emotions	1. Definition of work 2. Orientation to communication and media occupations 3. Select/plan occupational choices 4. Consumerism	1. Social changes 2. Individual in community and society 3. Minority groups and stereotyping 4. Family responsibilities 5. Community responsibility	1. Values clarification 2. Decision-making 3. Economic skills 4. Job-getting skills 5. Job-keeping skills 6. Skill training

In-Service Staff Development

The teacher as manager of classroom activities and as principal purveyor of basic attitudes and orientations about schools and subject matters, if a central figure in the success or failure of a career education program. Because of the newness of career education and the unfamiliarity of meeting the needs of handicapped children in regular classrooms, an in-service education program was developed as part of this program model. The overall aim of the in-service program is to familiarize teachers with the learning and behavioral characteristics of students with handicapping conditions as well as to provide suggestions, materials and techniques for implementation of an appropriate program. More specifically, the in-service efforts are directed toward broadening the perspective, the knowledge base and the skills of practicing classroom teachers, particularly in the areas of a) the identification and provision of services to handicapped students; b) the integration of career education information that focuses on communication and media into the regular curriculum; and c) working with/utilizing support services to serve special needs students. The proposed in-service program is a 10-month effort that utilizes a number of instructional techniques and materials to impact on teacher competencies. The emphasized competency areas were selected from a) the review of the literature, and b) a pilot of the teacher competency needs assessment included in the planning component of the program model.

The choice of identifying teacher competencies as an organizing concept for the in-service program is based on the increasing emphasis on performance or competency-based teacher education. Competency based teacher education simply means operationally identifying defined teacher skills that are related to student accomplishment -- whether achievement, adjustment, development or whatever. Yet, the choice of the competency-based framework is not foolproof. Debate continues over who is qualified to determine competencies. Shearron (1974), in wrestling with the problem, suggested that teachers need to make the final decision, with input from theoretical models; further, each competency should be presented as a continuum rather than a yes/no issue in order to facilitate growth.

A second difficulty with competency based teacher education is the lack of research suggesting how to train for competencies. Rosenshine (1974) suggested that very few studies find any difference between training approaches. Therefore, the in-service staff development program for this program model was based on teacher identified and theoretically identified competencies and knowledge, and presented to teachers through a variety of techniques. The knowledge and skills identified for in-service training include:

1. Knowledge of the definition of handicapping conditions, especially educationally related variables;
2. Knowledge of the definition and understanding of the nature of career education;
3. Knowledge of the definition of mainstreaming and the legal requirements of P.L. 94-142;
4. Improving teacher attitude toward serving the handicapped;
5. Developing rationale, goals and objectives;
6. Analyzing students occupational interests, planning and counseling;
7. Involvement and assistance in student placement and prescription (IEP's);

8. Understanding of instructional techniques appropriate for handicapped students;
9. Skill in developing, selecting and modifying career education and other materials and facilities appropriate for different special needs learners;
10. Skills in evaluating and upgrading the effectiveness of instruction and using program model components;
11. Skills in collaborating with community and parents in the provision of services;
12. Skills in identifying and controlling problem behaviors in the classroom;
13. Continued development in career education.

These fourteen knowledge and skills include a number of topics of concern. Figure 9, Description of the In-Service Training Program displays the program; the figure also includes information about the issues addressed within each compentency, the style/type of materials, the target population, the time requirements, projected cost, sequence and suggested materials. A number of the materials utilized in the program are included in Appendix C of this Final Report. Some of these notions and materials were developed with the aid of three existing training programs: a) the Chapel Hill Training Outreach Project, Ann R. Sanford, Director; b) The Competency Development Scales for Teachers of Exceptional Children, Pat S. Miller, UNC-Chapel Hill; and c) the Pre-Service Mainstreaming Project, Ann Turnbull, UNC-Chapel Hill.

It is suggested that attendance be sequenced so that two or three groups of teachers are involved in the in-service program at all times, but at different stages. Groups of 20-50 teachers could be started one month apart. Consultant presentations can be video-taped as a cost-saving technique. The initial total cost of the in-service teaching based on one hundred teachers is estimated at about $5000.00. Importantly, because many materials and procedures can be reused and/or taped and reused, the cost for the second hundred teachers is estimated at approximately 20% of the initial cost or about $1000.00.

INTEGRATED SUPPORT SERVICES

Mainstreaming a career education program for handicapped students is more comprehensive than simply physically incorporating handicapped children into regular classrooms for instructional purposes. If mainstreaming career education and/or the handicapped is to succeed, not only must the career education curriculum and the handicapped children be mainstreamed, but also the school system itself must be mainstreamed within the larger community. That is, the school must be viewed as an integral part of the community, rather than as a separate entity. This orientation requires the redistricting of boundaries between the school, the business community, and the home.

Knowledge or Skill #1: Definition of Handicapping Conditions, especially Educationally Related Variables

Issues Addressed	Style/Type of Materials	Target Population	Time Required	Projected Costs	Sequence	Suggested Materials
1. Definition of handicapping conditions, systems and identification	Informative readings	All teachers	1/2 hour	.30/copy	Preschool workday #1	Use handouts included in Appendix C
2. Quick reference list for special needs students (all special needs)	Checklist	All teachers	1/2 hour	.10/copy	Preschool workday #1	Use handouts included in Appendix C

Knowledge or Skill #2: Definition and Understanding of the Nature of Career Education

Issues Addressed	Style/Type of Materials	Target Population	Time Required	Projected Costs	Sequence	Suggested Materials
1. Definition and general nature	Informative readings with discussion	All teachers	1/2 hour	.05/copy and 1.50/ copy	Preschool workday #1	Handouts in Appendix C Career Education Monograph Series, US Gov't Printing Office Development of Career Awareness in Young Children, NIE Education Work Paper #1

Fig. 9. Description of In-Service Program

Knowledge or Skill #2: (Continued)

2. Purposes and potential	Informative readings	All teachers	1/2 hour	.15/copy	Preschool workday #1	Use handout included in Appendix C
3. Specifics of the program model	With discussion	All teachers	1 hour	.25/copy	Preschool workday #1	Use Program Rationale in Appendix A

Knowledge or Skill #3: Definition of Mainstreaming and Legal Requirements of P.L. 94-142

Issues Addressed	Style/Type of Materials	Target Population	Time Required	Projected Costs	Sequence	Suggested Materials
1. Definition	Reading	All teachers	1/2 hour	.30/copy	Preschool workday #2	Use materials in Appendix C
2. Legal requirements	Reading and and presentation by Director of Special Needs	All teachers	1/2 hour	.15/copy	Preschool workday #2	Use materials in Appendix C
3. General Discussion/ potential and problems	Reading	All teachers	1 hour	.25/copy	Preschool workday #2	Use materials in Appendix C

Fig. 9. Description of In-Service Program (Continued)

Knowledge or Skill #4: Improving Teacher Attitude Toward Handicapped

Issues Addressed	Style/Type of Materials	Target Population	Time Required	Projected Costs	Sequence	Suggested Materials
1. Developing positive teaching attitudes	Self-instructional module	All teachers	1/2 day	$100.00/ system	Preschool workday #3	Improving vocational education services for handicapped students American Institute for Research Modules: 1) Developing a general understanding 2) Developing a positive attitude
2. Desensitization and overcoming teacher apprehensions	Field-trip to local institution serving handicapped children	All teachers	1/2 day	$20.00 transportation	Preschool workday #3	

Knowledge or Skill #5: Developing Rationale, Goals and Objectives

Issues Addressed	Style/Type of Materials	Target Population	Time Required	Projected Costs	Sequence	Suggested Materials
1. Criterion Referenced Inst.	Presentations by Educational Program Planners	All teachers	1/2 day	$150.00	Preschool workday #4	Outlines available in most general educational general program planning texts
2. Writing goals & objectives						
3. Cognitive, affective, psycho-motor domains						
4. Evaluation						

Fig. 9. Description of In-Service Program (Continued)

Knowledge or Skill #6: Analyze Students Skills, Weaknesses, Occupational Interests, Planning and Counseling

Issues Addressed	Style/Type of Materials	Target Population	Time Required	Projected Costs	Sequence	Suggested Materials
1. School testing program	Presentation by Director of Testing	All teachers	1 1/2 hours	--	Preschool workday #5	
2. Use of Inventories or program	Use of tests			$2.50/ teacher		Selected tests from program
3. Ways of stimulating interest and planning/counseling strategies	Readings			$1.00/ teacher		"Introduction to Career Planning" James M. Morrow, Jr., Western Carolina

Knowledge or Skill #7: Involvement and Assistance in Student Placement and Prescription

Issues Addressed	Style/Type of Materials	Target Population	Time Required	Projected Costs	Sequence	Suggested Materials
1. Responsibilities and participation in the placement program for handicapped children	Presentation by consultant	All teachers	2 hours	--	Preschool workday #5	"Direct services to Exceptional Children: A Process Model" Division for Exceptional Children, N.C. Department of Public Instruction

Fig. 9. Description of In-Service Program (Continued)

Knowledge or Skill #8: Understanding of Instructional Techniques Appropriate for Handicapped Students

Issues Addressed	Style/Type of Materials	Target Population	Time Required	Projected Costs	Sequence	Suggested Materials
1. Teaching suggestions for each handicapping condition	Reference package	All teachers	1 hour	$2.50/ copy	Last pre-school workday before school	Use materials included in Appendix C

Knowledge or Skill #9: Skills in Developing Selecting and Modifying Materials and Facilities for Special Needs Students

Issues Addressed	Style/Type of Materials	Target Population	Time Required	Projected Costs	Sequence	Suggested Materials
1. Characteristics of materials	Reference package	All teachers	1/2 hour	--		Reference package for knowledge #8
2. Task analysis	Example activity	All teachers	1/2 hour	.20/copy	2nd/week of school	Materials in Appendix C
3. Concept teaching	Reading	All teachers	1/2 hour	--		
4. Individual Prescriptions	Reading and presentation by Special Needs Director	All teachers	1/2 hour	--		Materials from knowledge #7
5. Modifying facilities, equipment and classrooms	Reading and presentation by SEA representative	All teachers	1 hour	--	2nd/week of school	Facilities Handbook for Career-Education NIE Education and Work Paper #2

Fig. 9. Description of In-Service Program (Continued)

Knowledge or Skill #10: Skills in Evaluating/Upgrading Effectiveness of Instruction and Using Program Model Components

Issues Addressed	Style/Type of Materials	Target Population	Time Required	Projected Costs	Sequence	Suggested Materials
1. Systemic adaptations - diagnostic/prescriptive teacher - skill training aid	Presentation and discussion by Program Director	All teachers	1 1/2 hours	--	1st week of school	Description of Program Model from Appendix A
2. Use of curricular materials	Presentation and readings	All teachers	1 1/2 hours	--	1st week of school	Materials in Appendices A, E, and F
3. Use of audio-visual equipment	Presentation and practice	All teachers	1 hour	--	2nd week of school	Whatever is available
4. Use of video tape and micro teaching	Presentation and practice	All teachers	2 hours	--	3rd week of class	
5. Physical conditions of classroom	Presentation/observation (consultant)	All teachers	1 hour	$100.00	4th week of classes	
6. Instructional objectives and planning lessons (review of individual prescriptions)	Presentation/practice (Special Needs Director)	All teachers	1 hour	.05/copy	5th week of class	Handout in Appendix C
7. Mastery learning, error-free learning and criteria referenced instruction	Presentation (consultant)	All teachers	1 hour	$100.00	6th week of class	Handout in Appendix C
8. Use appropriate reinforcement	Presentation (consultant)	All teachers	3 hours	$200.00	7th & 8th week of class	

Fig. 9. Description of In-Service Program (Continued)

Knowledge or Skill #10 (Continued)

in learning a) Shaping b) Attending behavior c) Positive reinforcement d) Negative reinforcement e) Model/cueing						
9. Evaluation, assessment and test construction	Presentation (consultant)	All teachers	1 hour	$100.00	9th week of class	
10. Student record keeping	Presentation	All teachers	1 hour	--	10th week of class	

Knowledge or Skill #11: Skills in Collaborating with Parents and Community and Using Model Support Services

Issues Addressed	Style/Type of Materials	Target Population	Time Required	Projected Costs	Sequence	Suggested Materials
1. Program model integrated support services	Reading, presentation and discussion	All teachers	2 hours	--	1 week of classes	Appendix A
2. Parent-teacher conferences	Reading and practice	All teachers	2 hours	.25/copy	11th week of classes	Handouts in Appendix C
3. Involvement of parents in program	Presentation (consultant)	All teachers	1 hour	$100.00	12th week of classes	*Closer Look* materials and
4. Use of community resources	Presentation (consultant)	All teachers	1 hour	$100.00	13th week of classes	*Teaching Parents to Teach* by D.L. Lillie and P.L. Trohanis

Fig. 9. Description of In-Service Program (Continued)

Knowledge or Skill #12: Skills in Identifying and Controlling Problem Behavior in the Classroom

Issues Addressed	Style/Type of Materials	Target Population	Time Required	Projected Costs	Sequence	Suggested Materials
1. Punishment/ extinction to decrease inappropriate behavior	Reading and consultant presentation	All teachers	1 hour	$100.00	14th week of classes	Handouts in Appendix C

Knowledge or Skill #13: Continued Career Education Teacher Development

Issues Addressed	Style/Type of Materials	Target Population	Time Required	Projected Costs	Sequence	Suggested Materials
1. Refresher on attitude	Discussion and review	All teachers	1 hour	--	15th week of classes	Examples from the 1st semester
2. Visitation	Bus field trips	All teachers	5 hours	$500 total	16-22 weeks of classes	
3. Work exchange	On-the-job labor in industry	All teachers	40 hours	$100/teacher	23rd week of classes	
4. Career education workshop	Readings, presentations, discussions, consultant	All teachers	20 hours	$1000 total	end of school	

Fig. 9. Description of In-Service Program (Continued)

This particular orientation to providing services to handicapped children has grown out of the child advocacy movement. Even though in the program model this specific component does not adhere to many particulars of the advocacy movement (e.g., school is still the primary delivery system for provision of services to the child), a number of the ideas from the advocacy paradigm have been incorporated into this particular component. The goal is to utilize the full range of services available within a community in order to meet the specific needs of handicapped children, using the school as the coordinating agency for provision of services. The basic organization within the design of this component is to provide reciprocal services between the formal school and other elements within the community. These services tend to provide both direct and indirect benefits to all children, including children with all types of handicapping conditions. The particulars involved in this component include a) the guidance, counseling and placement program of the high school, b) a design for parental involvement, c) a design for involvement by the business community, and d) a cross age tutoring and goal setting program. A cross view of general component information is provided in Fig. 10.

Guidance, Counseling and Placement Program

A comprehensive career education program that emphasizes specific instruction in self-awareness, social-awareness, career-awareness, and specific life and vocational skills must, of necessity, include a counseling program that functions to mediate difficulties the individual might have in these instructional areas as well as provides specific assistance in individual assessment and serves an integral link between the training offered within the formal school and an individuals' integration into the work structure of the community.

The guidance, counseling and placement system is devised on the premise of providing assistance in the development of self-awareness, social awareness, decision-making skills and flexibility within individuals; such emphasis can assist an individual in realizing their potential as well as to acquire the competencies needed to behave as functional adults. The assumptions that underlie the development of the counseling program include a) career development is a lifelong process of self-development; b) career development includes the opportunity to examine life roles, occupations, and life styles; c) the process of choice is emphasized more than the choice itself; d) the power to choose one's own future is a critical variable; and e) commitment and flexibility are integral pieces of being a functional adult in today's society.

The specific program is a continuum, coordinated with the Training and Systemic Adaptations Components. The generalized program includes the provision of career awareness activities in the late elementary grades, career exploration activities in the junior high school, and career decision making activities in the senior high school.

Elements	General Information			
	Strategies	Who Is Involved	Costs	Benefits/Potential
1. Guidance, Counseling and Placement Program	1. Use of formal curriculum 2. Individual and group counseling 3. Career days/conferences 4. Job file 5. Resource room and teacher technical assistance 6. Newsletter 7. Family counseling 8. Job placement bureau	- Vocational Counseling per high school and catchment area - Two counselor aides per vocational counselor (one costed out here and one below) - 1/4 time family counselor	$12,500/yr $ 6,500/yr $5,000/yr $2,500/yr $1,500/yr	Specific emphasis on the career education needs of all students, particularly handicapped students. Strategies should produce complete information about jobs available in the community. Additionally, the beginnings of a family counseling program should help unite school and family.
2. Parent Involvement	1. Development of IEP's 2. Parent Advisory Group a) Evaluation b) Participation c) Committee d) Parent/Teacher Workshop	- Parents - Teachers - Director of Career Education	$3,000/yr	The parent advisory group should establish parents as a positive force in the program. Their participation and evaluation should be of particular value.
3. Involvement of Business Community	1. Resource file 2. Shadow study 3. Floating skill training stations 4. Placement and follow-up 5. Teacher "Exchange Days"	- Career Education Aide - Businesspersons	$6,500/yr $2,500/yr transportation and entertainment	The involvement of the business community should legitimize the career education program, assist in placement and provide excellent evaluation and technical assistance for the program
4. Cross Age Tutoring and Goal Setting	1. High school tutoring project 2. Goal setting conferences	- One of the two vocational counselor aides listed above.	$6,500/yr	The cross age tutoring and goal setting conferences will assist in developing a peer support network. In addition, it has potential for revising general attitudes about the handicapped.

Fig. 10. Integrated Services Component

The career awareness portion of the counseling, guidance and placement program is accomplished primarily through the curriculum within the regular classroom. The intention in the early grades is to acquaint individuals with the notion that they will be doing some type of work for the rest of their lives. Further, individuals are exposed to the world of work in terms of type of jobs available and the general expectations that accompany working. Specific emphasis is given to teaching the notion that all work is worthy activity; this is emphasized in the early grades, since children, particularly at this age, frequently make unrealistic vocational plans as a result of the relative status placed on the various jobs by older family members within the home. Greatest emphasis is placed on those occupations which require completion of high school and, perhaps, some continuing education, but which require less than a college degree. The role of a counselor at this stage involves the integration of vocational values, attitudes and facts, as well as the relationship between academic content and occupations reflected in the curriculum development. Elementary counseling is not provided within the program model; however, funds are provided for consulting services from local institutions to provide in-service counseling in education to all regular classroom teachers in order that the needs of individual students be met.

The career exploration program within the guidance, counseling and placement program is one means of assisting students to decide which several careers they might like to pursue. Again, the concentration is on the formal curriculum; the intention is to provide students with a variety of experiences to help them evaluate their own abilities, interests and needs. These experiences include field trips, work exercises and vocational interest inventories as well as other forms of assessment. The results of the assessments can be used in individual counseling sessions with specific students.

The exploratory activities provided within the curriculum were intended to provide a sampling of many jobs within the occupational area of communication and media; in addition, the ninth/tenth grade curriculum provides for more in-depth exploration of two jobs by those students who might be interested in pursuing this occupation as a career.

The counseling component of the junior high school career exploration materials includes group occupational exploration and specific training in the areas of values clarification and decision-making. These skills have been included within the formal curricular areas of self-awareness, social awareness and specific skills, but are actually a major component of the counseling program. The basic objective is to provide assistance to each individual in order that the individual grow to view themselves as a person -- an individual. Assessment must be geared to individual needs, and many of these needs are personal; perhaps the most critical function of the counselor at the middle school program is to provide support for the emerging identity of students of this age. Learning to identify values and to make and act on decisions are a critical factor in establishing that identity.

At the senior high school level, career awareness and career exploration gives way to career decision making within the guidance and counseling support system. This emphasis is based on the premise that decision making is one of the prerequisite skills of being a functional adult, and that the school is committed to the notion that every student who earns a high school diploma should have these decision making skills. Therefore, an extensive curriculum in decision making as a specific skill within the program model curriculum is included. Yet this is only one of the multiple facets of the guidance model at this level. The comprehensive program can best be described by listing the tasks of the vocational counselor and counselor's aide which are the organizational change built into the system. The tasks, and specific strategies devised within the program model are as follows:

1. The counselor must help individual students view themselves as persons rather than objects. This attention to self awareness must include information on personality, flexibility and working within an organization. Among the strategies devised to impact on this task were the following:

   a. Provision of information about individual personality and structured exercises that force the student to relate these personality variables to occupations.

   b. Provision of information about work in general, particularly in regard to the necessity of flexibility, the probability that the entire population will relocate, and the high probability that each one of us will change occupations at some point during our lives.

   c. Creation of a sense of inter-dependency within the individual such that the student can gain the support derived from being a member of an organization or a member of a group, and therefore, overcome the powerlessness that seems to characterize much of contemporary life. Among the group counseling strategies that can be used here are group and success bombardment -- techniques where each student indicates his or her strengths and successes and then turns to the group for additional examination of strengths.

2. The counselor must assist all students, especially handicapped students, in learning to make career decisions. The counselor must take into consideration that series of factors which impact on career choices, including social class membership, home influences, school, achievement, pressure groups, role perception, and the community in which the child lives. While none of these variables dictate the choices an individual must make, they do impact on the choices and the counselor is responsible for finding ways to mitigate that impact. Of particular concern is the discrepancy between preferences for jobs and job expectations, particularly in terms of their status, and the

kind of real opportunities that are available to students. The strategies available to the counselor to assist in this career decision making include:

a. The formal decision-making curriculum is included in the program model. These materials are designed for all students; emphasize concrete to abstract reasoning skills; teach a specific logical process; and include values clarification exercise. It is appropriate curriculum for use as a text in a credit course.

b. Career Days and career conferences where students and employers from within the community as well as the parents of students can explore the possibilities of job openings, skill requirements, expectations, salaries, and so forth, associated within a job in any particular industry in the community.

c. A job file that presents all the occupations in communication and media, complete with description of each occupation, prerequisite skills, and employers in the community that have jobs. This can be used in conjunction with a job experience kit from any one of a number of publishers. These materials require the student to assume the role of worker and proceed to act out the part by accomplishing some specific task. It should be noted that these materials, as reviewed by project staff, require adaptation in order to use them with handicapped children.

3. Assist teachers of the handicapped in implementing career education materials. Among the specific strategies that should be used while accomplishing this task are the following:

   a. Provide "resource room" help to an individual teacher, particularly if the student has some handicapping condition other than a learning handicap. This is particularly helpful for emotionally disturbed children.

   b. Provision of information to the individual teacher that can assist the individual teacher to plan a personalized lesson plan for each student. This information includes vocational interests and aptitudes and requires the implementation of the assessments portion of the model.

   c. Organize goal setting conferences -- this particular strategy is included within the model to impact on decision making and academic achievement of handicapped children. The counselor aide in conjunction with the diagnostic prescriptive teacher within the high school works with each individual handicapped students to break down any particular curriculum into discrete, manageable units; in conjunction with the handicapped student, they work-up and sign a grade contract between the diagnostic prescriptive teacher and the student that guarantees the amount and quality of student work in return for a specific grade. The monitoring of the progress is carried out by the diagnostic and prescriptive teacher in conjunction with the student's regular classroom teacher. Such goal setting conferences are an effective strategy when operationalized within the counseling motif.

d. Provision of in-service education by the counselor for each teacher in order that the teacher serves as a counselor-in-the-classroom. This strategy relieves the overall load on the counselor and permits time for more intensive work with individual handicapped students.

e. Career cluster newsletters by the counseling department to teachers within the schools. The newsletter could explain different occupational cluster areas in terms of the jobs involved, the employers in the community, and the related materials and community resources that could be accessed to incorporate this information into the class curriculum.

4. The counselor must work with parents to provide assistance and services to students. Among the strategies and procedures that are useful in accomplishing this task are the following:

a. Home visitation in relation to work experience placement which involves the parents in the decision about taking a job.

b. Incorporating the parents into the formal curriculum, specifically in the areas of values clarification, decision making, and the use of leisure time. These are exercises that would be done in the home at least once every grading period and do not include evaluation.

c. Assist parents in dealing with whatever problem the child may have -- particularly emotional problems.

5. The counselor must assist all students in discovering job availability, acquiring job hunting/holding skills and in being placed on a job. Among the specific strategies and procedures included within the model to impact on this concern are the following:

a. Reemphasize the social awareness portion of the curriculum with particular emphasis on interaction skills, taking directions, grooming, holding a pencil, driving a car and being punctual.

b. The model job preparation program, in which a specific class of students is taught over a period of six weeks to read the want ads, make decisions about the kinds of jobs they would like to pursue, fill out applications, visit the specific firm involved, go through the interview process, and having been offered a job, make decisions based on that information and what the student would like to do.

Among the total list of topics covered in this course were: typical daily routine; infrequent job activities; task qualifications by job; job benefits, salaries and advancement; requirements; working conditions; actual work accomplished; how to locate a job; how to fill out an application; how to schedule an interview; how to engage in an interview; etc.

c. Operate the Job Placement Bureau. Utilizing a counselor's aide and in conjunction with the Employment Security Commission, a Job Placement Bureau is created within the Counseling Office. This office lists all full and part-time jobs in the community and serves as a clearinghouse for employer listings and student applications. Even summer jobs are included to provide occupational exploration and/or job training. The occupational counselor works as a placement officer out of this program to maintain personal contact with employers and former students. This program permits the matching of student interest and skills to job requirements. The personal contact paves the way to business acceptance of hiring the handicapped.

6. The counselor must assist all students in follow-up activities. Such activities must be initiated for both program completors and drop-outs. Among the strategies/techniques appropriate to this portion of the model are the following:

   a. The vocational counselor's direct daily contact with business not only permits the listing of openings, but also provides continuous feedback on the success of program completors. Such information can be used in curriculum planning as well as future placement.

   b. A student follow-up campaign of mailings and phone calls at six and twelve months after program completion to assess student success, satisfaction, the adequacy of training, and to identify additional student needs.

   c. An employer follow-up at six and twelve months to assess satisfaction with placements, future employment needs, additional skill training needed and so forth.

Design for Parent Involvement

Involving parents is a necessary prerequisite for a comprehensive program, yet it is important to maintain a balanced perspective relative to purposes that such involvement can serve. Each parent brings both assets and limitations to any situation, and it is necessary for the parent involvement design to pay specific attention to stereotypic attitudes towards certain handicapping conditions and the affect that these attitudes can have on career development. It is important to work with parents to make them aware of the stereotypic attitudes that exist within the work community and within the parent group itself. Beyond simple awareness, it is necessary to assist parents to discover ways to cope with such attitudes. Other critical variables in the parent design include the type and degree of severity of handicapping condition, and the age and developmental level of the students who are involved. Further, it is important that the development of individual aptitudes be stressed in dealing with parents.

In the efforts to incorporate parents, emphasis should be given to the same areas that are contained within the broad curriculum outline: self-awareness, social awareness, career awareness, and specific skill training emphasizing the variety of skills ranging from life skills through vocational skills. These four areas of curriculum must be related again to specific grade levels within school in terms of parent involvement. For example, career awareness still focuses on the elementary school, the exploration emphasis is in the junior high school, and the decision making and specific vocational skill training emphasis in the school high school. It should be noted that, while these phases of activity are conceptualized as being sequential, the specific individual needs of students may require that the phases be introduced at grade levels or at age levels different from when they would usually occur in the curriculum. For example, the model certainly does not preclude, and in fact, provides for awareness activities, or exploration activities to occur in the tenth, eleventh and twelfth grades. The focus is on the particular individual student needs and on providing a flexible curriculum.

One of the specific skills that is addressed through incorporation of the parents into the model is the effective use of leisure time. While this area may be conceptualized as phase specific, again related to grades one through six, seven through nine, and ten through twelve, the notion does not preclude an overlap. Phase 1 activities are related to motor skills, development, social play, and the initiation of self-entertainment activities. Phase 2 is grades seven through nine and contains activities related to refinement of motor skills with emphasis on mobility training; and introduction to structured recreational activities, particularly cooperative and competitive sports; social recreation activities; spectator roles, social play, self-entertainment; and even discussion of occupational choice implications for leisure time activities. During Phase 3, which is comparable to the tenth through the twelfth grades, emphasis is placed on the application of skills required in recreational settings, in social recreational activities and self entertainment, and a more in-depth discussion of how occupational choice implications interact with leisure time activities.

A series of strategies have been devised for implementing the parent involvement design in the program model. The type of parent involvement may generally be classified according to its focus and can be of two types: 1) the parent's individual child or student, and 2) the overall program or specific component of the program.

The parents involvement by means of the individual child is primarily a result of parent participation in the development and review of the individualized education program (IEP). This review must be conducted on an annual basis and could be accomplished as often as every quarter. Such participation follows from the assessment and placement procedures mentioned earlier. Parent involvement with either the overall program or with specific content is the second and more pervasive area of involvement.

In this area, the collective involvement of parents is advocated as a way to a) achieve consumer input into the program,b) provide for monitoring and accountability, and c) maintain a continuous exchange of information between the school system and the community. One major vehicle for program involvement is a Parent Advisory Group to the career education program.

Four specific function areas are identified for the Parent Advisory Group.

1. Program Evaluation -- the Parent Advisory Group should periodically with the instructional staff, counselors and administrators, evalute the total program. These program reviews occur at least three times per school year, usually as a dinner meeting. The evaluation culminates in a year-end evaluation report which focuses on recommendations for modifications to the program in the upcoming school year.

2. Program Participation -- the Parent Advisory Group must advise the school system on policies related to parental participation in the Career Education Program. Additionally, the Parent Advisory Group should function as a clearinghouse to line-up parents to serve in participation capacities. Five specific areas for program participation are identified including:

    a. Parents serving as teacher aides in the classroom setting;

    b. Parents involved in a program of "job-shadowing" in which their own children or the children of other parents visit them on the job for a period of time sufficient to allow the student an opportunity to understand his parent's or other parent's occupation and all aspects related to it;

    c. Parent involvement and participation in activities designed to develop skills in the use of leisure time;

d. Parent participation in programs such as career days and/or exploration exercises where a parent or another community person visits a class or group of students to describe and discuss his/her work and leisure pursuits;

e. A parent surrogate program whereby students work with parents of other children in the school on an individual or perhaps small group basis on a variety of activities. These types of arrangements may occur in the school or outside of the school. Emphasis is placed in this program on parents of handicapped students working with non-handicapped students and vice versa. A variety of activities are conducted under such a program, all of which are designed to support the individual student's total education program.

3. Special Committees -- the Parent Advisory Group establishes special committees to deal with specific programmatic issues as they arise. For example, a committee might be responsible for conducting an assessment of architectural barriers within the schools. Another committee is responsible for coordinating all parent involvement activities.

4. Parent-Teacher Workshops -- the Parent Advisory Group and school personnel cosponsor workshops on parent involvement throughout the school year which deal with topics such as attitudes toward the handicapped, the meaning of career education, the parent as teacher and so forth.

Just as there is a need and way for involving the parent in the school, there is a need and way to have the school system perform an outreach function to parents.

One objective of the school's outreach efforts is to increase parent awareness of career education concepts. The parent-teacher workshops of the Parent Advsiroy Group are one mechanism for facilitating this.

Emphasis is placed on creating awareness in the following areas:

1. The role of professionals in the career education/development of handicapped students;

2. An exploration of the options available to handicapped students (there should be an overt attempt to limit devaluation of occupational and career opportunities available to handicapped students);

3. Parent training programs to assist parents in providing activities and experiences for their children in the home and community which are related to career awareness, career exploration, analysis of occupations, and support skills (i.e., obtaining a Social Security card, balancing a checkbook, interviewing for a job, etc.);

4. Parents' role in decision making (i.e., what parents can do to facilitate and support the students' career decision making process). Increased awareness and knowledge of the implications of decisions for career development, particularly as students move from the junior high level to the senior high level in the career education program should be an objective for both parents and children.

A part of the school system's outreach program to parents is the promotion of increased awareness among school personnel about the importance of and procedures for parent involvement in career education. A portion of the in-service training programs for teachers, counselors and administrators addresses the issue of skills in working with parents. The Parent Advisory Group and the parent-teacher workshops discussed above are important vehicles for implementing such an awareness program. For example, parent-teacher workshops should focus on the development of a manual which describes specific ways to involve parents in the career education program. In addition, there is a need for a manual that clearly delineates the parent role in instruction.

Another part of the school system's outreach to parents is an annual Parent Orientation Program held in the early fall of each school year. For conducting the orientation program, parent groups should be set up according to the developmental level and career education needs of the students (i.e., awareness, exploration, pre-vocational, vocational training or postsecondary career development). Within each group, an overview of the Career Education Program must be provided and the activities that each parent group will be involved in for the current school year should be specifically addressed. The discussion should include how, why and when parents will be involved. Another task accomplished at the Orientation Program is the establishment of the Parent Advisory Group which will serve for a specified period of time. The composition of the Parent Advisory Group must be representative of the community. Parents of children at various age levels and with different handicapping conditions and who are involved in different aspects of the program should be represented. Also, once a Parent Advisory Group has been established, continuity must be provided from one year to the next, by staggering terms for parents so that some parents will serve for two years. Thus, the advisory group will always have some experienced parents who have worked with the program, as well as parents who are new to the Parent Advisory Group.

The materials required to support the parent involvement design include the following:

1. A short manual on parent involvement in planning individualized educational programs pursuant to the law. This manual describes parent rights and responsibilities as well as outlines other services available within the community.

2. Information describing parent participation in parent organizations and the Parent Advisory Group. Information focuses on role, responsibilities, membership, terms and so forth related to the Advisory Group.

3. A handbook on "How to be a Teacher's Aide," addressing the subject from both the parent and teacher point of view. The effort is to spell out the role and role expectations very specifically.

4. A brief statement providing assistance to parents who will be making class or group presentations. The statement includes tips on the teaching process, helpful hints, suggested resources, and creative ways for parents to present their occupations and their leisure time pursuits.

5. Information on the parent's role in instruction describing precisely what is expected of the parent in that single, instructional exercise he/she must conduct each grading period. This information should also include helpful hints on how to assist your child to make decisions, clarify values and so forth.

6. Information on dealing with handicapped children adapted from the teacher in-service program dealing with instruction for specific types of handicaps and social interaction with the handicapped.

7. Information on career education and the program model in general.

Design for Community Involvement

Involvement of the business community is critical in order to legitimize the concept of career education and in order to access additional services that can impact directly or indirectly on provisions of career education services to the handicapped.

The program model design for involving the economic community involves program participation in three areas of concern: a) evaluation, b) training, placement and follow-up and c) in-service training.

Participation in evaluation is achieved through establishing/utilizing Advisory Groups made up of local business leaders. These groups meet on a regular basis to review and recommend additions or revisions to the career and occupational education program, particularly skills taught within the curriculum, equipment and the realism of the educational experience. The Advisory Group also provides valuable contacts within the community that can be used for training and for placement; the contacts are also valuable within civic organizations as means for acquiring additional time, money and volunteer resources for providing career education services to handicapped children.

The training, placement and follow-up participation elements within the community involvement component utilize several strategies and techniques including the following:

1. Resource file - A resource file of business and business-persons who were willing to make presentations to classes and/or willing to have students visit their establishments as exploration and/or awareness exercises;

2. Shadow study - Involvement of each child at certain levels of school in an exploration exercise by having each child accompany their parent or guardian to work one day a year in order to become more familiar with an aspect of family life of which most children are not aware;

3. Floating-skill training stations - The employer community should provide a series of floating skill training stations within the communications and media industries. These stations are one and two week duration for one or two students at a time, and feature training with equipment or techniques which were not available in the high school's skill training courses; and

4. Placement and follow-up - Employers should be involved formally in the placement and follow-up program through the Job Clearinghouse of the high school. Involvement includes listing jobs with the clearinghouse, taking potential employees on a trial basis and responding to follow-up inquiries through phone or personal interviews and post card responses.

Employer program participation is addressed through the teacher in-service training as well. The program involves all teachers (eventually) in a renewal credit program that places teachers "on-the-job" in local business for one week, probably teacher workdays, during the school year in order that the teacher gain experience in a work setting outside school. The teacher is paid by the school to do whatever tasks they are assigned while serving their week of internship. The intention of the strategy is to provide the teacher with experiences and materials for incorporation into classroom activities.

Cross Age Tutoring and Goal Setting Conferences

The cross age tutoring project and the individual goal setting conferences are the last elements in the Integrated Support Services component. The vocational counselor aide directs this program and utilizes high school students, handicapped and non-handicapped students, in the program. Older students are utilized to provide specific assistance to younger students, both in tutoring and in setting goals. These students are first involved in a training program to explain their roles, responsibilities, expectations and problems they are likely to encounter.

The overall design is similar to the design used in the counseling program at the high school level. The vocational counselor aide works with the older student to break down any particular curriculum into discrete, manageable units. The older student then assists the younger student in tackling manageable amounts of work at a given quality of effort. The older student then provides technical assistance to the younger student in performing the work. Where possible, student goals are to be performance goals and therefore demonstrable. The monitoring of progress is carried out by the counselor aide and the diagnostic/prescriptive teacher in conjunction with the regular classroom teacher.

EVALUATION

The last component in the program model is the evaluation component. This component is a process component, designed to assist those responsible for managing the project to collect systematic, pertinent information that will assist them in making rational decisions about program success, program needs, program continuance or restructing and the relative success of various components or elements.

The basic framework for evaluation is depicted in Fig. 11, Evaluation Framework. As noted in the framework, emphasis is placed on defining program goals, objectives and purposes and assessing the relative correspondence of program outcomes with the prespecified objectives. This information is then utilized as feedback into future program planning.

Formative and summative evaluations are included in the evaluation framework. The formative evaluation occurs throughout the project and serves to provide data useful a) in implementing intermediary revisions within the program, and b) assessing the relative progress toward accomplishing program goals and objectives. Summative evaluation occurs at logical "end points" and provides data that permits comparison with the prespecified goals and objectives.

The specifics of the evaluation plan are left to each program administrator since it is expected that local adaptation of the suggested model will be the rule rather than the exception. However, a broad outline of suggested evaluation procedures by each major strategy is included in Fig. 12, Proposed Evaluation Plans. Note that the evaluation timing is counted from project month one, June. Importantly, it is suggested in this plan that three types of information be included in the evaluation: administrative objectives (based on time table); target population outcomes; and costs. Information on each of these items can be used as a basis for decision-making on revision of any portion of the program model, or decision and justification to continue or conclude the entire program model. It is recommended that a third party evaluator be retained to perform the evaluation.

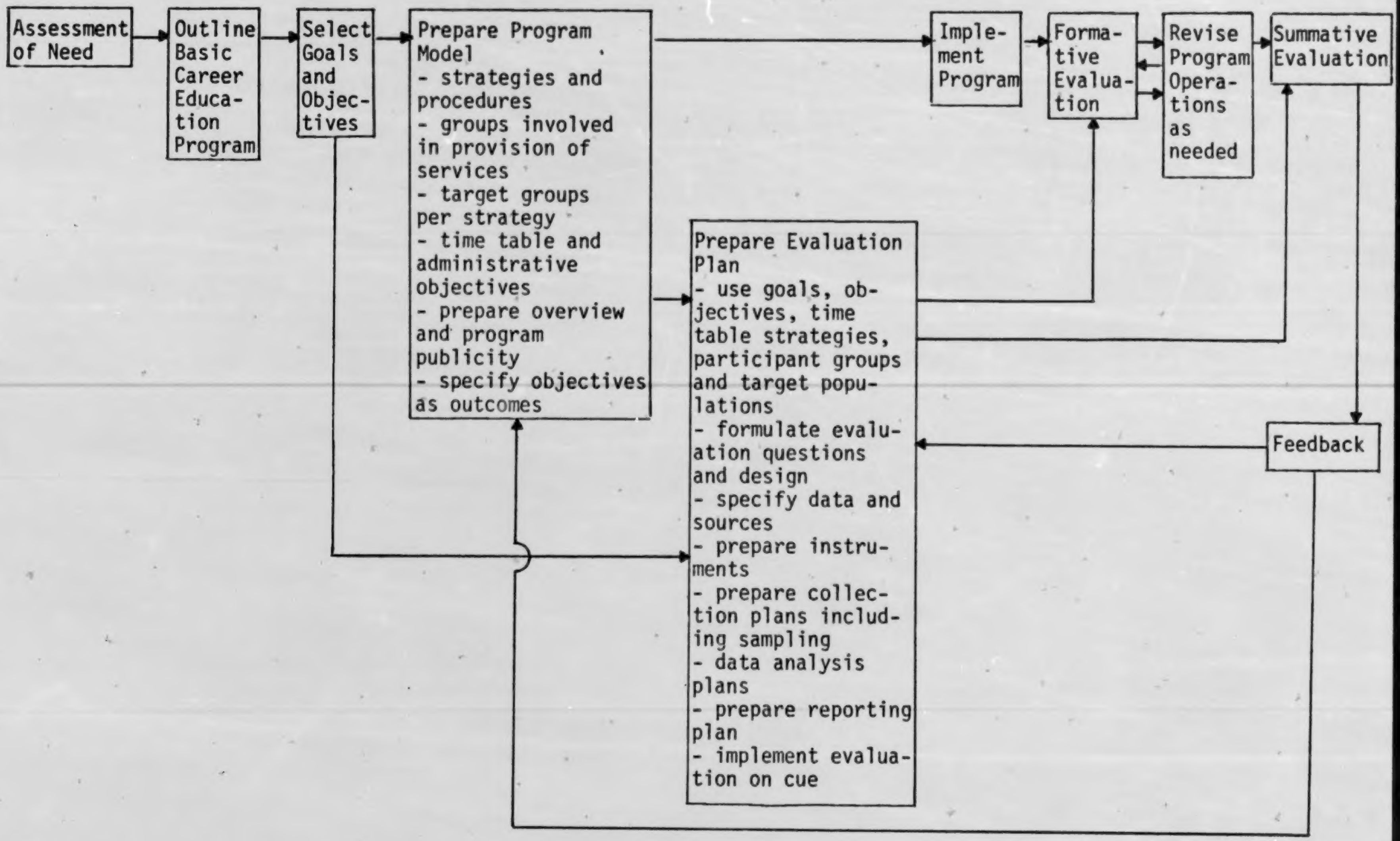
Assessment of Need
Outline Basic Career Education Program
Select Goals and Objectives
Prepare Program Model
- strategies and procedures
- groups involved in provision of services
- target groups per strategy
- time table and administrative objectives
- prepare overview and program publicity
- specify objectives as outcomes
Implement Program
Formative Evaluation
Revise Program Operations as needed
Summative Evaluation
Prepare Evaluation Plan
- use goals, objectives, time table strategies, participant groups and target populations
- formulate evaluation questions and design
- specify data and sources
- prepare instruments
- prepare collection plans including sampling
- data analysis plans
- prepare reporting plan
- implement evaluation on cue
Feedback

Fig. 11. Evaluation Framework

Component/Element and Strategy	Basic Objective/ Target Population	Evaluation Methods/ Techniques	Evaluation Cost	Evaluation Timing	Sampling	Design and Analysis
PLANNING	Provide data on needs and constraints for planning purposes	Comparison of data and quality of data as planning needs	3 days of time	end of 4th and 12th month	Data from each technique	A procedure similar to a kind of policy analysis. Look for consistency of goals and purposes with needs data.
SYSTEMIC ADAPTATIONS						
a) Placement Program	Insure due process, service in least restrictive environment and prescription of appropriate educational services	Review of procedures U.S. Guidelines	3 days of time	in 6th and 10th month	10 cases at random	Comparison to state and federal requirements
b) Diagnostic Program	Provide background data on all children	Review of testing program by expert review	1 day or $100	6th month	entire program	Analysis of description of selected program by expert review
c) Diagnostic/ Prescriptive Teacher	Provide technical assistance to teachers, screening, assistance with student prescriptions	Teacher ratings analysis of prescriptions numbers of referrals	10 days	7th and 10th month	10 teachers 50 prescriptions	Analyses a series of student prescriptions to look for teacher improvement; check for number of referrals, nature of referrals; check regular teacher opinion; look at student achievement

Fig. 12. Proposed Evaluation Plans

Figure 12 (Continued)

Component/Element and Strategy	Basic Objective/ Target Population	Evaluation Methods/ Techniques	Evaluation Cost	Evaluation Timing	Sampling	Design and Analysis
d) Skill Training Aide	Provide individual attention to students	Teacher ratings student achievement	5 days	11th month	20 student evaluations 5 teacher evaluations	Analyze student achievement and evaluation of regular teachers
e) Curricular Reorganization	Provide overall orientation to career education	Teacher information requisition	2 days	6th month	50 teachers	Survey on general knowledge and attitude about career education
TRAINING						
a) Student Curriculum	Cognitive, affective and psychometer impact on students	Student content acquisition and achievement through student interviews	20 days	8th and 13th month	50 students 1-3 50 students 4-6 50 students 7-10 50 students 11-12	Analyze student acquisition and achievement of specified curricular intentions.
b) In-Service Program	Cognitive, affective impact on teachers	Teacher content acquisition and attitude-use written survey	10 days	4th/7th and 10th month	25 elementary teachers 40 junior and senior high teachers	Analyze impact of in-service on specified topics through survey
INTEGRATED SUPPORT SERVICES						
a) Guidance, Counseling and Placement Services	Provide specific needed services for students to increase coping adjustment skills,	- Student achievement and skills - Use of career materials	10 days	5th/7th and 15th month	25 students	- Assess the numbers of people using job files, attending career days

Figure 12 (Continued)

Component/Element and Strategy	Basic Objective/ Target Population	Evaluation Methods/ Techniques	Evaluation Cost	Evaluation Timing	Sampling	Design and Analysis
	interests, and find work	- Numbers of students placed - Survey teacher and user opinion			Records of use and placement 20 students and teachers	- Check numbers of people placed and retaining job - Skills gained in using materials - Anecdotal opinions of persons involved in resource room and parent counseling programs
b) Parent Involvement	Active involvement and support of parents for program and program directives	Survey of parent attitude and knowledge	10 days	4th/6th and 12th month	20 parents records on parent contact	Parent knowledge of program; attitude toward career education and handicapped; and willingness to participate
c) Employer Involvement	Active involvement of business community in the program	Survey of employer attitudes and willingness Anecdotal measures	10 days	4th/6th and 12th month	20 employers	Analyze responses of employer attitudes and willingness to participate; note employer response to job openings in file, participation in follow-up, participation in shadow study, "exchange days" and "career days".
d) Cross-Age Tutoring and Goal Setting	Provide individual attention to students, hopefully increasing achievement	Student interviews	5 days	5th and 8th month	25 students	Analyze student achievement in needed areas, given this method; student and teacher opinion of techniq

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Appendix B

NEEDS ASSESSMENT PACKAGE

INTRODUCTION

A systematic assessment of need is both the first step in developing a "systems" based delivery system and is critical to incorporating the specific, related needs of all involved parties. Among the organizations, elements and categories of persons that should be included in a systematic assessment are: (a) employers, (b) curriculum, (c) parents, (d) teachers, (e) enrollments, (f) guidance and counseling, and (g) facilities, materials and equipment. This needs assessment package includes materials for a comprehensive assessment of need in each of these areas.

Each instrument was piloted, revised and used in developing the experimental project that resulted from/through the development of the program model. Each instrument is presented in the following manner:

1) Title: What is the formal title of the instrument and/or area of concern?

2) Total Time: What is the total time for one complete administration of the instrument?

3) Total Costs: What is the total cost of administering the instrument per respondent? The cost estimates included for each instrument are not only out-of-pocket costs. The costs of materials to prepare the instrument, the salary of the assessor for administering and scoring the assessment (at $8.00 per hour) and average travel costs to businesses within a radius of 10 miles are included.

4) Issues Addressed: What are the general topics addressed by the questions and each particular instrument?

5) Expected Benefits: What information, useful in planning and development can be expected to be derived by using this instrument?

6) Serendipitous Benefits: What unexpected and postive by-product benefits should occur with use of this instrument?

7) Directions: What must be done in order to implement this assessment?

NEEDS ASSESSMENT PACKAGE

INSTRUMENT: EMPLOYER ATTITUDE AND WORK/TRAINING OPPORTUNITIES

Format:	Individual interview guide
Total Time:	45 minutes per respondent
Total Costs:	$18 per respondent
Issues Addressed:	Job openings; entry level skills; hiring the handicapped; prospective involvement in program
Expected Benefits:	Data on issues addressed which, when complied, suggest how many persons to train, where and with what kinds of curriculum.
Serendipitous Benefits:	Personal contact with businessmen; awareness that school cares what business thinks.
Directions:	The interviewer must contact the business leader and secure an appointment, perhaps even for luncheon. The purposes of the interview should be addressed directly; these include program planning and the potential involvement of business. The questions flow easily within the four issues and are not threatening. The guide provides space for recording the answers directly. A follow-up thank you letter to the employer is suggested.

Date ________

EMPLOYER ATTITUDE and WORK/TRAINING OPPORTUNITIES

A. GENERAL

1. Company ______________________________

2. Address ______________________ Phone __________

4. Contact Person ______________________________

5. Type of Business ______________________________

B. JOB OPENINGS

1. Number of Employees ______ Full-time ______ Part-time ______

2. Employment Opportunities in Communications and Media (specific area)

Job Title/Type of Position	Number Now Employed	Full-Time Positions Currently Available	Full-Time Positions Available
1.			
2.			
3.			
4.			
5.			

Part-Time Positions Available June 1976	Work-Study Positions Available	Approximate Beginning Salary Range	Experience Required

3. Do you anticipate an overall increase in employment during the next year?

_____Yes _____No

4. What amount of employee turnover per year does your firm experience?

_____%

C. SKILLS

1. What educational qualifications do you require for new employees?

___no minimum ___8th grade ___high school ___college ___special

2. Do you require previous work experience for beginning employees?

_____Yes _____No

3. In the jobs identified above (Part B) what entry level skills are required?

Jobs	Skills
1. 2. 3. 4.	

4. What new and emerging skills or skilled workers will the company need in the next three years?

____

____

5. Do you have a need for better trained employees?

___Yes ___No If "yes", please specify: ______________________

6. What are the most useful skills schools could be teaching in Communication and Media? (specify area of training)

a) ______________________________

b) ______________________________

c) ______________________________

D. Hiring the Handicapped

1. Would you hire a graduate from a high school vocational training program? ____Yes ____No

2. Would you hire a trained, handicapped worker? ____Yes ____No

3. Do you presently employ any handicapped individuals?

   _____Yes _____No How many?__________

4. How well have handicapped individuals performed as employees compared to other employees?

   _____superior _____comparable _____less adequate

5. Have handicapped employees presented any specific difficulties?

   ___Yes ___No

6. If yes, please specify: ____

   ____

7. Is there any specific assistance or information that would assist you in hiring and/or working with handicapped employees?

   ___Yes ___No

8. If yes, please specify: ____

   ____

E. Prospective Involvement

1. Company willingness to particiapte in coordinated school-employer educational program?

   a. _____not willing
   b. _____permit students to visit and observe
   c. _____employ interested students during vacations for supervised experience in your company
   d. _____participate in student work experience program during school year on Saturdays
   e. _____work with school personnel in developing educational programs to prepare students for work in your occupation
   f. _____part time employment
   g. _____release key employees to assist teachers in providing other instruction

2. Are you interested in present employees receiving additional training?

____Yes ____No

3. Indicate type of training required.

____

____

____

NEEDS ASSESSMENT PACKAGE

INSTRUMENT: CURRICULUM EVALUATION

Format:	Individual survey questionnares
Total Time:	2 hours per set of materials
Total Cost:	$16.50 per single evaluation
Issues Addressed:	Objectives, format, use/selection content, evaluation
Expected Benefits:	Quantified "score" on each of the issues which permits comparisons with similar materials...or between rates
Serendipitous Benefits:	Refresher for the evaluator on the prerequisites of curriculum that is useful in building local materials
Directions:	The receiver must read the materials after becoming acquainted with the instrument. Each of the five issues can be addressed directly and scored quantitatively in order to produce a comparable measure.

Date ______________

CURRICULUM EVALUATION

Name of Materials ______________________________

Publisher ______________________________

Cost ______________

A. OBJECTIVES/AIMS OF MATERIALS

1. Objectives stated

_____yes _____no

2. Stated behaviorally

_____yes _____no

3. Criterion-referenced

_____yes _____no

4. Type of objectives

_____cognitive

_____affective

_____psychomotor

5. Comments:

B. FORMAT

1. Type of Format

	written	visual	tactile	auditory	other
%					
Quality of color, clarity, tone, legibility, etc.					
(use excellent, adequate, poor, non-applicable)					

B. FORMAT (continued)

2. Appropriate emphasis and repetition

_____yes _____no

Suitable place

_____yes _____no

3. Logical development, flow and sequence to materials

_____yes _____no

4. Adaptable to program's equipment

_____yes _____no

5. Special features? (maps, guides, graphs, etc.)

6. Is length suitable for subject matter?

_____yes _____no

7. Can supplementary materials be incorporated with ease?

_____yes _____no

8. Are there provisions for variable student progress?

_____yes _____no

9. Are materials included that are designed to overcome specific handicaps of various students?

_____yes _____no

10. Comments:

C. USE/SELECTION of MATERIALS

1. Students for which designed

age:
grade:
sex:
time:

2. Period of time in use is _____months.

C. USE/SELECTION of MATERIALS (continued)

3. Mode of presentation

_____self-instructional _____simulation

_____teacher presented _____production activity

_____group instruction _____other: ______________________

_____individual use

4. Primary kind of use:

_____supplemental to curriculum _____revision of earlier work

_____reference work _____background

_____special interest

5. Coordinated with school curriculum

_____yes _____no

6. Prerequisite skills required

____

____

7. Are there mutli-level activities for students for varying abilities?

_____yes _____no

8. Are special provisions included for handicapped individuals?

_____yes _____no (What? ________________________)

9. Is there a demonstrated need in community? ___yes ___no

10. How does the material compare with similar materials?

___well ___average ___poor

11. Is the information current? _____yes _____no

12. Construction of materials

a) durable ___yes ___no c) attractive ___yes ___no

b) manageable ___yes ___no d) repairable ___yes ___no

13. Is the approach appealing/credible?

_____yes _____no

14. Is the approach imaginative? ___yes ___no

15. Comments:

D. CONTENT

1. Comprehensive coverage
   a) too broad ___yes ___no
   b) too limited ___yes ___no
   c) gaps ___yes ___no

2. Potential problems

	Sentence Structure	General Directions	Specific Instructions	Concepts	Vocabulary
Too difficult					
Acceptable					
Too Simple					

3. Number of undefined words ________

4. Information accurate and examples authentic ___yes ___no

5. What is excluded from information?

____

____

____

6. Explanation of materials and equipment required to perform operations

_____excellent _____acceptable _____poor

7. What assumptions are required?

____

____

____

8. Is there fair depiction of opposing views on controversial issues?

_____yes _____no

9. Is there an obvious sex bias? _____yes _____no

10. Is there sensitivity toward feelings of all races, sexes, creeds?

_____yes _____no

D. CONTENT (continued)

11. Is information used that is easily dated? ____yes ____no

12. Comments:

E. EVALUATION

1. How is student performance assessed?

_____written test
_____skill demonstration
_____teacher-made evaluation
_____standardized measure
_____peer reveiw
_____gain score
_____other
_____combination of ___________

2. Is evaluation keyed to objectives?

_____yes _____no

3. Are the specified objective reliable?

_____yes _____no

4. Is evaluation

_____norm-referenced _____criterion-referenced

5. How satisfactory are the directions?

_____excellent ___adequate ___poor ____not included

6. How satisfactory are warnings or safety precautions?

____excellent ____adequate ____poor ____non-applicable

7. How satisfactory are clean-up instructions?

_____excellent ___adequate ___poor ____non-applicable

8. How satisfactory is the evaluation instrument?

____excellent ____adequate ____poor ____non-applicable

9. Comments:

INSTRUMENT: FACILITIES/EQUIPMENT/MATERIALS ASSESSMENT

Format:	Group interview
Total Time:	3 hours per facility
Total Cost:	$50 per facility
Issues Addressed:	Utilization of facilities, condition of facilities, condition of equipment and materials
Expected Benefits:	Quantifiable measure for each of the three issues, useful for justification of needed program expansion or increased usage of facility
Serendipitous Benefits:	Introduction to and incorporation of community professionals into program
Directions:	The interviewer should set-up a luncheon for occupational professionals in the community, emphasizing the school's need for 3 hours of their time to review the school plant and equipment for their occupational speciality. Each reviewer should be acquainted with general areas of concern and taken on a walking tour. The interviewer must then debrief the record the impressions of this professional review term.

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Date ____________________

FACILITIES/EQUIPMENT/MATERIAL ASSESSMENT

Name of this facility ____

A. UTILIZATION

1. Population groups served by Comprehensive Career Education Program

_____a. elementary

_____b. middle school

_____c. secondary school

_____d. post secondary school

_____e. special needs population

_____f. other: (please specify)

____

2. Building information

Name of Building	Year of Completion	Rated Capacity	Expansions	Rennovations

3. For how many hours a day is your facility/class (lab or shop) regularly scheduled for career education (including skills training) instruction per day?

Facility

a. _____ hrs.
b. _____ hrs.
c. _____ hrs.

Class name: ____________________

a. _______ hrs/days
b. _______ hrs/days
c. _______ hrs/days
d. _______ hrs/days
f. _______ hrs/days

A. UTILIZATION (continued)

4. What barriers are there to more fully utilizing the facility?

a. teacher shortage ___ ___ ___
b. lack of money ___ ___ ___
c. union/organization requirements ___ ___ ___
d. transportation problems ___ ___ ___
e. school board policy ___ ___ ___
f. vandalism/civil disturbance ___ ___ ___
g. ________________________ ___ ___ ___
h. ________________________ ___ ___ ___

5. Do you use your facilities for career education in the:

a) Afternoon _____yes _____no
b) Evenings _____yes _____no
c) Weekends _____yes _____no
d) Summer _____yes _____no

6. What are recent enrollment trends in vocational education? (middle and high school)

		Yes	No
a.	increasing numbers of students	____	____
b.	greater percentages of vocational students	____	____
c.	more female enrollment	____	____
d.	greater percentage of enrollment in non-traditional areas	____	____
e.	changing emphasis in "sought after" programs	____	____
f.		____	____
g.		____	____

7. What is the dropout rate for your school? ____________%

8. What is the dropout rate from the vocational program? _____%

A. UTILIZATION (continued)

9. To what do you attribute the dropout rate? Please rank the three major reasons (1, 2, 3) with 1 indicating the most important.

_____secured related job

_____secured unrelated job

_____moved from area

_____left school for disciplinary reasons

_____left school for academic reasons

_____dropping vocational curriculum

_____other (please specify): ______________________________

10. How many seats or training areas per hour do you have available by grade level? ______________________________

____

____

11. Is training space adequate? _____yes _____no

12. How might it better be utilized?

B. CONDITION OF THE SCHOOL PLANT

	YES	NO
1. The general condition and state of repair of the building is appropriate for conducting career/vocational education?	___	___
2. Mechanical, heat-producing and cooking equipment, auxiliary apparatus and controls are operable and in good condition?	___	___

B. CONDITION OF SCHOOL PLANT

3. Ventilation with fresh air is available to all spaces of student occupancy? ___ ___

4. Water supply and distribution system are operable and in good condition? ___ ___

5. Plumbing fixtures and sanitary systems are operable and in good condition? ___ ___

6. Electrical equipment, fixtures, auxiliary apparatus and contols, and wiring? ___ ___

7. Level of artificial lighting in learning areas is adequately maintained? ___ ___

8. Emergency lighting is operable in areas provided (e.g., exits, places of assembly)? ___ ___

9. The fire escapes (if provided) are structurally sound and in good repair? ___ ___

C. CONDITION OF EQUIPMENT

1. What is the overall condition of the equipment, tools and materials in the shop/lab/theory/exploration, classroom?

	Excellent	Very Satisfactory	Satisfactory	Un-Satisfactory
AREA 1 Tools				
Equipment/Supplies				
Supplemental Items (shelving)				
AREA 2 Tools				
Equipment/Supplies				
Supplemental Items				
AREA 3 Tools				
Equipment/Supplies				
Supplemental Items				
AREA 4 Tools				
Equipment/Supplies				
Supplemental Items				

C. CONDITION OF EQUIPMENT (continued)

2. Please indicate the most critical areas of training in communications and media (specify area) for the next five (5) years. What equipment will be required to provide exploratory and training experiences in these areas and what is a crude estimate of its cost?

Training Areas	Equipment	Cost
1.		
2.		
3.		
4.		
5.		

3. In addition to traditional instruction methods, are any teaching-learning aids being used in career education classes?

YES	NO	CONDITION	
___	___	___	closed-circuit television
___	___	___	computer-assisted instruction
___	___	___	self-pacing texts
___	___	___	overhead projector and materials
___	___	___	films
___	___	___	other (specify): ____________

4. Rank from 1 (highest priority) to 9 (lowest priority) the facility and equipment needs of your school. If no construction or equipment needs, check "none".

_____new building

_____additional equipment/tools

_____materials for career education

_____expansion to existing facility

_____increased supplies budget

_____repair of existing facility

_____replacement of worn-out or obsolete equipment/tools

_____supplemental items like lights, shelving, etc.

_____other (specify: ______________________________)

_____none

Comments: ______________________________

____

C. CONDITION OF EQUIPMENT

5. Rank from 1 (highest priority) to 9 (lowest priority) the funding needs of your school. Monies for:

_____equipment (replacement or new purchases)

_____salaries for existing instructional staff

_____salaries for clerical staff

_____curriculum materials

_____expansion of guidance and counseling services

_____building (replacement, expansion or maintenance)

_____transportation of students

_____other (specify): ____

Comments: ____

____

NEEDS ASSESSMENT PACKAGE

INSTRUMENT: GUIDANCE AND COUNSELING PROGRAM

Format: Individual or group interview

Total Time: 30 minutes

Total Cost: $8 per interview

Issues Addressed: Diagnostic program, career emphasis, aid to the handicapped, placement/follow-up services

Expected Benefits: Description of diagnosis and prescriptive career education/handicapped services, identification of needs, results of placement program

Serendipitous Benefits: Involvement of guidance personnel in program

Directions: This thirty minute interview can be conducted individually or in groups and is intended to provide descriptive information about program efforts and needs. It is best used when accompanied by funds to correct some of the needs identified.

Date________________

GUIDANCE and COUNSELING SERVICES

Name of school____

A. DIAGNOSTIC PROGRAM

1. Describe the diagnostic and assessment program used for the school.
    a. Type of tests:
    b. When are they administered?
    c. What kind of data is gathered?
    d. How is the data used?
    e. What instruments does the counselor recommend be added to their current program for more exclusive information?
2. Do you provide prescription services to teachers?
3. How much of your overall time is spent in counseling? ________________
4. How much of your overall time is spent on assessment? ________________

B. CAREER EMPHASIS

1. Please describe the guidance and counseling office's interaction with career education.
    a) Describe the counseling program for career choice and specific vocational education.
    b) Are all students considered career education students?
    c) How much of your time is spent with these students?
    d) How much of your time is spent with other students?
2. What career education (interests, attitudes, etc.) information do you gather about students?
3. What kind of additional resources do you feel would adequately permit you to initiate and implement a fully functioning guidance program in career education?
4. What roles does the counselor play in course selection?

B. CAREER EMPHASIS (continued)

5. Do you feel that some students are better prepared by certain vocational courses rather than others? If so, how are the students better prepared? Are certain career education experiences more valuable to students than others?

C. AID TO THE HANDICAPPED

1. What are the prevailing attitudes of teachers and students towards handicapped students in your school?
2. Are handicapped students mainstreamed in your school?
3. Are handicapped students prohibited from taking any particular courses... or are they channeled into specific courses? (please include vocational education).
4. Are any special provisions made to insure successful career taaining of handicapped students in your school?
5. Does your school ability-group students?
6. What identification procedures are used for handicapped students?
7. What diagnostic procedures are used with handicapped students?
8. What prescriptive procedures are used with handicapped students?

D. PLACEMENT/FOLLOW-UP

1. What kind of placement operations are carried out through your office? If none, please make appropriate suggestions.
2. Are job openings listed through your office?
3. What do you see as the major barriers to implementation of such a program, and to a fully functioning placement service being operated through your office?
4. What specific services are provided to handicapped students?

D. PLACEMENT/FOLLOW-UP (continued)

5. Placement data on Career Education Program completers:

OCCUPATIONAL OFFERING	OE CODE*	TOTAL NUMBER OF GRADUATES	CONTINUING EDUCATION FULL-TIME		EMPLOYED-RELATED FIELD
			Related	Unrelated Field	

EMPLOYED-UNRELATED FIELD	UNEMPLOYED	UNAVAILABLE FOR EDUCATION OR EMPLOYMENT	UNKNOWN	Number of completors who were handicapped over total handicapped in offering

6. How did the above figures vary 6 months after graduation?

NEEDS ASSESSMENT PACKAGE

INSTRUMENT: TEACHER COMPETENCY

Format: Group Survey

Total Time: 1 hour for up to 100 plus 10 minutes per teacher to score

Total Cost: $15 per session

Issues Addressed: Curriculum abilities, career education needs, handicapped needs

Expected Benefits: Identification of particular strengths and weaknesses for in-service emphasis

Serendipitous Benefits: Increasing teacher awareness to issues and receptivity to in-service emphasis

Directions: This logical first step in a comprehensive in-service program takes 1 hour to administer and 15 minutes per questionnaire to score completely. However, selected question scoring is much faster and provides good self-evaluation data. It can be a pre and post test for in-service programs.

Date ____________

TEACHER COMPETENCIES

School ________________________________ Grade Level __________

Please circle the number along the continuum that best describes your knowledge of and your skills in each of the areas listed below:
Please * the five areas which you consider the most important in teaching.
Please √ the five areas in which you would like to receive some in-service assistance. Do this for each of the major headings.

A. CURRICULAR CONCERNS

Item		Poor	Fair	Good	Excellent
1. Preparing instructional objectives	Knowledge	1	2	3	4
	Skill	1	2	3	4
2. Individualized instruction	Knowledge	1	2	3	4
	Skill	1	2	3	4
3. Personalized instruction	Knowledge	1	2	3	4
	Skill	1	2	3	4
4. Preparing instructional materials	Knowledge	1	2	3	4
	Skill	1	2	3	4
5. Creating alternative learning situations	Knowledge	1	2	3	4
	Skill	1	2	3	4
6. Teaching problem-solving techniques	Knowledge	1	2	3	4
	Skill	1	2	3	4
7. Concept teaching	Knowledge	1	2	3	4
	Skill	1	2	3	4
8. Simulation techniques	Knowledge	1	2	3	4
	Skill	1	2	3	4
9. Facilitating peer teaching	Knowledge	1	2	3	4
	Skill	1	2	3	4
10. Teaching decision-making skills	Knowledge	1	2	3	4
	Skill	1	2	3	4
11. Preparing instruction in social skills	Knowledge	1	2	3	4
	Skill	1	2	3	4
12. Preparing instructional media	Knowledge	1	2	3	4
	Skill	1	2	3	4
13. Using instructional media	Knowledge	1	2	3	4
	Skill	1	2	3	4
14. Using illustrations to convey ideas	Knowledge	1	2	3	4
	Skill	1	2	3	4
15. Team teaching	Knowledge	1	2	3	4
	Skill	1	2	3	4
16. Knowledge of professional teaching specialty	Knowledge	1	2	3	4
	Skill	1	2	3	4
17. Task analysis	Knowledge	1	2	3	4
	Skill	1	2	3	4

Please circle the number along the continuum that best describes your knowledge of and your skills in each of the areas listed below:

Item		Poor	Fair	Good	Excellent
18. Carefully planned classroom organization	Knowledge	1	2	3	4
	Skill	1	2	3	4
19. Wide-ranging classroom management skills	Knowledge	1	2	3	4
	Skill	1	2	3	4
20. Even, reasonable discipline	Knowledge	1	2	3	4
	Skill	1	2	3	4
21. Conveying achievement expectations	Knowledge	1	2	3	4
	Skill	1	2	3	4
22. Preparing criterion-referenced measures	Knowledge	1	2	3	4
	Skill	1	2	3	4
23. Grading students	Knowledge	1	2	3	4
	Skill	1	2	3	4
24. Developing evaluative instruments (test construction)	Knowledge	1	2	3	4
	Skill	1	2	3	4
25. Selecting standardized tests	Knowledge	1	2	3	4
	Skill	1	2	3	4
26. Using some means to secure feedback on teaching	Knowledge	1	2	3	4
	Skill	1	2	3	4
27. Helping students develop positive self-concepts	Knowledge	1	2	3	4
	Skill	1	2	3	4
28. Utilizing community resources	Knowledge	1	2	3	4
	Skill	1	2	3	4
29. Arranging and conducting field trips	Knowledge	1	2	3	4
	Skill	1	2	3	4
30. Knowledge of counseling techniques and how to apply them	Knowledge	1	2	3	4
	Skill	1	2	3	4
31. Applying learning theories in teaching	Knowledge	1	2	3	4
	Skill	1	2	3	4
32. Using and applying available research	Knowledge	1	2	3	4
	Skill	1	2	3	4
33. The influence of teacher characteristics on students	Knowledge	1	2	3	4
	Skill	1	2	3	4
34. Using criticism appropriately	Knowledge	1	2	3	4
	Skill	1	2	3	4
35. Incorporating student opinions/ideas	Knowledge	1	2	3	4
	Skill	1	2	3	4
36. Communicating easily	Knowledge	1	2	3	4
	Skill	1	2	3	4
37. Listening carefully to students	Knowledge	1	2	3	4
	Skill	1	2	3	4

B. CAREER EDUCATION NEEDS

Please circle the number along the continuum that best describes your knowledge of and your skills in each of the areas listed below:

	Item		Poor	Fair	Good	Excellent
1.	Career education	Knowledge	1	2	3	4
		Skill	1	2	3	4
2.	Career education teaching strategies	Knowledge	1	2	3	4
		Skill	1	2	3	4
3.	Developing job training plans	Knowledge	1	2	3	4
		Skill	1	2	3	4
4.	Knowledge of employment opportunities	Knowledge	1	2	3	4
		Skill	1	2	3	4
5.	Knowledge of job ethics and other employer expectations	Knowledge	1	2	3	4
		Skill	1	2	3	4
6.	Finding and using community resource people	Knowledge	1	2	3	4
		Skill	1	2	3	4
7.	Working with business and industry	Knowledge	1	2	3	4
		Skill	1	2	3	4
8.	Making classroom material relevant to real-life situation	Knowledge	1	2	3	4
		Skill	1	2	3	4
9.	Placement and follow-up techniques	Knowledge	1	2	3	4
		Skill	1	2	3	4

C. HANDICAPPED NEEDS

Please circle the number along the continuum that best describes your knowledge of and your skills in each of the areas listed below:

Item		Poor	Fair	Good	Excellent
1. Teaching strategies for exceptional children	Knowledge	1	2	3	4
	Skill	1	2	3	4
2. Knowledge of the needs of exceptional children	Knowledge	1	2	3	4
	Skill	1	2	3	4
3. Existing community programs for exceptional children	Knowledge	1	2	3	4
	Skill	1	2	3	4
4. Psychological characteristics of exceptional children	Knowledge	1	2	3	4
	Skill	1	2	3	4
5. Physical characteristics of exceptional children	Knowledge	1	2	3	4
	Skill	1	2	3	4
6. Sociological characteristics of exceptional children	Knowledge	1	2	3	4
	Skill	1	2	3	4
7. Devising educational programs for exceptional children based on their needs, abilities and interests	Knowledge	1	2	3	4
	Skill	1	2	3	4
	Knowledge	1	2	3	4
	Skill	1	2	3	4
8. Motivating students	Knowledge	1	2	3	4
	Skill	1	2	3	4
9. Establishing a favorable learning environment for exceptional children	Knowledge	1	2	3	4
	Skill	1	2	3	4
10. Philosophies of teaching exceptional children	Knowledge	1	2	3	4
	Skill	1	2	3	4
11. Using and locating supplementary resources	Knowledge	1	2	3	4
	Skill	1	2	3	4
12. Setting realistic goals for exceptional children	Knowledge	1	2	3	4
	Skill	1	2	3	4
13. Diagnosing learning problems	Knowledge	1	2	3	4
	Skill	1	2	3	4
14. Devising learning activities for exceptional children	Knowledge	1	2	3	4
	Skill	1	2	3	4
15. Providing prescriptive instruction for exceptional children	Knowledge	1	2	3	4
	Skill	1	2	3	4
16. Communicating with exceptional children (verbal & non-verbal)	Knowledge	1	2	3	4
	Skill	1	2	3	4
17. Dealing with emotional problems in the classroom	Knowledge	1	2	3	4
	Skill	1	2	3	4
18. Behavior management techniques	Knowledge	1	2	3	4
	Skill	1	2	3	4

C. HANDICAPPED NEEDS (continued)

Please circle the number along the continuum that best describes your knowledge of and your skills in each of the areas listed below:

Item		Poor	Fair	Good	Excellent
19. Use of test results	Knowledge	1	2	3	4
	Skill	1	2	3	4
20. Knowledge of state and federal programs for exceptional children	Knowledge	1	2	3	4
	Skill	1	2	3	4
21. Working with parents	Knowledge	1	2	3	4
	Skill	1	2	3	4
22. Use of teacher aides	Knowledge	1	2	3	4
	Skill	1	2	3	4

NEEDS ASSESSMENT PACKAGE

INSTRUMENT: PARENT AWARENESS OPINIONNAIRE

Format: Group Survey

Total Time: 5 minutes per parent

Total Cost: $1 per parent

Issues Addressed: Awareness, concerns, willingness for involvement

Expected Benefits: Quantifiable estimate of parent awareness and concern, preparation for involvement

Serendipitous Benefits: Increase in awareness

Directions: Information on parent awareness can be assessed by phone questionnaires or at meetings such as P.T.A. as well as specific parent involvement functions. This instrument can be a partial post test for a parent education and involvement project.

Date ______________

PARENT AWARENESS OPINIONNAIRE

1. Are you aware of the school's Career Education Program?

   ____yes ____no

2. Career Education involves a lot more than learning about jobs.

   ____yes ____no

3. Career Education should first be introduced in:

   ____a. early elementary school

   ____b. late elementary school

   ____c. middle school or junior high

   ____d. high school

   ____e. never

4. If I had had Career Education as a youngster, I may have made better decisions at some points in my life.

   ____agree ____disagree ____no opinion

5. College-bound students need Career Education as much as others.

   ____agree ____disagree ____no opinion

6. I think that including Career Education activities in the curriculum can improve student achievement in the content areas.

   ____agree ____disagree ____no opinion

7. A student can benefit from talking to a person about his or her job, even if that particular job is of little interest to the student.

   ____agree ____disagree ____no opinion

8. Properly executed Career Education field trips are well worth the time and money spent on them.

   ____agree ____disagree ____no opinion

9. Would you be willing to talk about your job with a child?

   ____yes ____no

10. Would you be willing to spend part of a day in class as an aid?

    ____yes ____no

11. Are you willing to work with a teacher in providing instruction for your child at home?

    ____yes ____no

12. Do you have any personal experiences with handicapped individuals?

    ____

    ____

13. What do you believe about students with handicapping conditions?

____

____

14. What can schools do to better serve this population?

____

____

15. What reservations do you have about interacting or working with handicapped individuals?

16. What reservations do you have about Career Education?

a)
b)
c)
d)
e)

APPENDIX C

TEACHER IN-SERVICE MATERIALS

INTRODUCTION

In large measure, the ultimate success or failure of this program model for career education for handicapped students is dependent upon the knowledge, attitude, skills and intentions of regular classroom teachers. In order to prepare teachers for their new responsibilities within the program model, a comprehensive, 10-month in-service staff development program was designed. The effort was complicated by the necessity of preparing teachers, not only to deliver career education services, but also to serve handicapped children and to work in collaborative arrangements with parents and employers. The specific knowledges and skills selected for inclusion in the in-service program were drawn from the literature as well as from the results of a pilot of the Teacher Competency Needs Assessment procedure included in the program model.

Appendix C includes materials prepared for, reviewed and piloted in the in-service program. A complete outline of the in-service program, including knowledge/skill titles, costs, timing and so forth is included in Appendix A, The Program Model.

COMPETENCY #1: DEFINITION OF HANDICAPPING CONDITIONS

Title: Who is a Handicapped Student?

Time: 1/2 hr.

Date: _______

DEFINING A HANDICAPPING CONDITION

The "handicapped" are those persons who are mentally retarded, hearing impaired and deaf, speech handicapped, visually impaired and blind, seriously emotionally disturbed, crippled, those with learning disabilities or health impaired persons who by reason of their handicapped condition cannot succeed in class, and who for that reason require special educational assistance or a modified educational program.

A DESCRIPTIVE LIST OF CONDITIONS AND CHARACTERISITCS FOR EVALUATING THE HANDICAPPED STUDENT

A. Speech Handicapped

1. Definition: Students have speech handicaps when their speech is defective, including speech articulation disorders or abnormalities of oral physical structures necessary for speech production. Speech is defective when it deviates far from the speech of other people, claims attention, interferes with communication and may cause these students to be maladjusted.

2. Possible Symptoms:

a) Does not speak distinctly and lacks sufficient volume to be heard.

b) Tries hard, but no sound comes out.

c) Blinks eyes excessively, engages in other bodily motions while talking in an effort to communicate or clarify speech.

d) Lisps

e) Omits sounds from words, adds to words, distorts words and substitutes one letter for another.

3. Identification:

The speech and hearing therapist is responsible for surveying or screening the speech and hearing of the school population, in accordance with the local education administration's comprehensive plan for education. Referrals from principals, teachers, school or Public Health nurses, or other agencies may be included. A child must have deviant or defective speech as indicated by appropriate diagnostic speech and hearing tests.

B. Hearing Impaired

1. Definition: Hearing impaired students are those whose loss of hearing is educationally significant. This includes students whose hearing is impaired to the degree that speech and language development are delayed or deficient, or that progress in regular classes is hampered. In addition, hearing impaired students are those whose hearing losses handicap them educationally and developmentally, and include students who may later be educationally classified as hearing imparied as well as ones who may later be classified as deaf. Hearing impaired students are those whose hearing is defective but still funcional, with or without a hearing aid, for the routine tasks of life. Deaf students are those whose hearing or residual is not functional with of without a hearing aid for the routine tasks of life.

2. Possible Symptoms: (Primarily due to hearing impairment)

a) Seems inattentive consistently

b) Has difficulty in locating sound direction

c) Shows repeated inability to hear in a group

d) Frequently fails to respond to questions

e) Asks to have words or sentences repeated

f) Has an unusually loud or weak voice

g) Withdraws from the group

h) Complains of buzzing or ringing in the ears

i) Has poor articulation

3. Identification:

The identification of hearing impaired children may be made by physicians, qualified health officials, registered nurses, or other referral personnel.

C. Visually Handicapped

1. Definition: Visually handicapped students retain relatively low degrees of vision, or he may have remaining vision which makes it possible under very special conditions for them to read limited amounts of regular large print. They are:
Blind Children--Those who have so little remaining vision that they must use braille as their reading medium.
Partially Seeing Children--Those who have loss of vision, but are able to use regular or large type as their reading medium. These will generally be children who have a visual acuity between 20/70 and 20/200 in the better eye after correction.
Legal Blindness-- Those who have a visual acuity of 20/200 or less in the better eye after correction or a peripheral field so contracted that the widest diameter subtends an arc no greater than 20 degrees.

2. Possible Symptoms:

a) Rub their eyes excessively, frown and attempt to brush away blurs

b) Blink frequently and may become irritable when doing close work

c) Have crossed eyes

d) Stumble or trip over objects

e) Are unable to participate in games requiring distance vision even when corrected

f) Write erratically

g) Complain of dizziness, headaches, or nausea following close eye work.

3. Identification:

Visually handicapped students may be identified by regular classroom teachers and school or public health nurses in observation and vision screening programs. Students may also be referred by physicians in routine physical examinations or in eye clinics held throughout the State. Identification may be established under one of the following eye conditions as determined by a specialist:

Central visual acuity of 20/70 or less in the better eye after correction.

Restricted field of vision, no greater than 20 degrees.

Progressive eye difficulty of a serious nature.

Insufficient near vision for reading regular print

D. Crippled

1. Definition: Students with crippling handicaps have muscular or neuromuscular conditions which limit their mobility. Students who have a crippling physical disability making it inadvisable for them to participate in the regular classroom program of the public schools are eligible for a program specially designed for handicapped persons. Qualifying handicaps are those of short term, a serious long term, permanent, or progressive nature and may include disabilities resulting from orthopedic, cardiac, or other systemic conditions.

2. Possible Symptoms:

a) Have poor coordination

b) Walk awkwardly or with a limp

c) Move in a jerky or shaky fashion

d) Show signs of pain during exercise

e) Have defects which interfere with normal functioning of the bones, muscles or joints

f) (A few of the more commom crippling conditions are: cerebral palsy, infantile paralysis, arthritis, bone and joint disease).

2. Identification:

Identification may be made by a physician or other qualified personnel relative to the nature and extent of the crippling condition, the physical limitations within which the pupil can operate successfully, and the anticipated length of the time the pupil will be incapacitated by either primary or secondary effects of the illness or condition.

E. Mental Handicaps

1. Definition: Mental Retardation refers to sub-normal general intellectual functioning which originates during the developmental period and is associated with impairment in one or more of the following aspects of adaptive behavior: (1) maturation, (2) learning, and (3) social adjustment. The classification of educable mentally retarded applies to those students of school age who are developing intellectually of about one-half to three-fourths the rate of average children.

2. Identification:

Identification should be made upon the recommendation of a qualified psychological examiner together with evaluation of a child's academic record by the teacher, principal, supervisor and other relevant school officials.

-- Trainable Mentally Retarded -- The intelligence quotient in the 25-50 range as determined by the Stanford-Binet Intelligence Scale, the Wechsler Intelligence Scale for Children, or a test of equal validity and equivalent norms.

-- Educable Mentally Retarded -- The intelligence quotient in the 50-75 range as determined by the Stanford-Binet Intelligence Scale, the Wechsler Intelligence Scale for Children, or a test of equal validity and equivalent norms.

F. Seriously Emotionally Disturbed

1. Definition: Emotionally disturbed students are those who have such emotional conditions that they fail to adjust in the regular educational program. These students are often said to have "primary emotional problems" that result in behavior and learning difficulties.

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Emotional disturbance often occurs in conjunction with other handicapping conditions in the same child. For example, the emotionally disturbed child may have secondary learning problems such as mild sensory or speech handicaps and may be physically and/or perceptually handicapped.

2. Identification:

Students showing symptoms of emotional disturbance may be referred to specialists by regular class teachers and parents, and through programs conducted by mental health clinics. Students referred should have a psychiatric or clinical psychological evaluation which indicates serious emotional disturbance and inability of the child to profit from the regular instructional program.

G. Learning Disabilities

1. Definition: Students with a learning disability exhibit a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling or arithmetic. They include conditions which have been referred to as perceptual handicap, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning difficulties which are due primarily to visual, hearing, or motor handicaps, to mental retardation or to emotional disturbance. A learning disability may be caused by external as well as internal factors or may result from a combination of both factors. In any event, the child will show a strong contrast between his level of academic achievement and measured intellectual potential.

2. Identification:

Students showing symptoms of a learning disability may be referred to specialists by regular classroom teachers and parents, and through programs conducted by developmental evaluation and mental health clinics, and through university related clinics. Diagnosis of a learning disability may be made by a qualified examiner such as a school, educational or clinical psychologist or pychological examiner, a physician or neurologist or learning disability specialist qualified to make such evaluations.

* It is strongly recommended that very thorough screening and diagnostic evaluation techniques be employed to identify and place the handicapped.

COMPETENCY #1: DEFINITION OF HANDICAPPING CONDITIONS

Title: Check List for Special Needs Students

Time: 1/2 hour

Date: ____________

The Program Model is particularly concerned with handicapped students. These students are one category in a larger group of students called Special Needs students. Teachers need a general understanding of the entire range of Special Needs students. The following list adds other types of Special Needs identifiers to the previously presented handicapped indetifiers.

1. Physical Special Needs
    - a) Poor general health and health practices
    - b) Lack of sleep
    - c) Poor sight, hearing, teeth, nutrition
    - d) Unusual health definitions and non-prescribed treatments
2. Academic Special Needs
    - a) Products of environments which are not conducive to learning ...limited or narrow life experiences
    - b) Poor educational history
    - c) Learn at a different rate from the majority of individuals ...usually slowly
    - d) I.Q. below 90
    - e) Discontinued school for a good reason
    - f) Negative self-image or attitude
    - g) Poor vocabulary, speech and diction
    - h) Poor attendance
    - i) Low-level reading ability
    - j) Few successful school experiences
    - k) Little family support, guidance, encouragement or expectations
    - l) Little deferred gratification
    - m) Subjects of discrimination
3. Social Special Needs
    - a) Isolation, in fact, tendency or expectation by self or others
    - b) No family support system
    - c) Little peer interaction and support...few adult models viewed as successful
    - d) Belief that no one cares...little individual worth
    - e) Accepts things as are...

- f) No image of the future and little belief in possible change for good
- g) Fear and/or negative outlook, i.e. dwell on evils
- h) Culturally different and guilty about it...or feel deprived

4. Economic Special Needs

   - a) Economically illiterate
   - b) Dependence on public assistance
   - c) Limited resources, income, etc.
   - d) Limited interest in steady work...accept irregular or seasonal employment
   - e) Reluctance to accept responsibility
   - f) Few job options...employers reluctant to hire
   - g) Few skills and limited opportunity to develop more
   - h) Few job seeking, holding or advancing skills

COMPETENCY #2: DEFINITION AND UNDERSTANDING OF THE NATURE OF CAREER EDUCATION

Title: Career Education From the Program Model Perspective

Time: 1/2 hour

Date: ___________

CAREER EDUCATION ... Study of Life and Work

Definition

Career Education--The totality of continuing experiences through whcih one becomes aware of, learns about, prepares for, and enters work as a part of human life. It involves the continuity of individual purposiveness and societal interdependence and must incorporate the spheres of individual, family, school, and community.

Role of Man

1. Individual Role (self identity)
2. Work Role
3. Family Role
4. Avocational Role
5. Organizational Role
6. Community Role
7. Economic Role

Comprehensive Career Education Model

A Career Education Program should be organized around elements for all grades (1-12).

1. Self Awareness--The student will recognize the relationship of his interests, aptitudes and achievements to the realization of his career goals.
2. Career Awareness--The student will understand the variety of occupations in the world of work.
3. Social Awareness--The student will develop interaction skills; an understanding of the relationships between and among groups, individuals and organizations; and recognization of responsibility to self and others when accepting a task or job.

4. Specific Life and Vocational Skills

a. Values Clarification--The student will come to recognize and articulate the student's values and attitudes.

b. Decision Making--The student will identify and state personal goals as part of making career decisions; further, the student will learn to make systematic assessments of evidence and render logical decisions.

c. Economic Awareness--The student will understand the relationship between personal economics, life style and occupational roles.

d. Job-Getting Skills--The student will master the skills and information to seek out and secure jobs.

e. Job-Keeping Skills--The student will recognize the implications of working with and without supervision, independently and with others.

f. Beginning Competency--The student will develop the skills required to identify the objectives of a task, specify resources required, outline procedures, perform operations and evaluate the product.

Three Stages of Career Education

A comprehensive Career Education Model should be implemented in three stages:

1) K-6 grades--Career Awareness
2) 7-9 Grades--Career Exploration
3) 10- -- Grades--Career Preparation

CAREER EDUCATION IS CONCERNED WITH THE WHOLE PERSON AND ALL OF LIFE'S ADJUSTMENTS.

COMPETENCY #2: DEFINITION AND UNDERSTANDING OF THE NATURE OF CAREER EDUCATION

Title: Striaght Answers on Career Education* by Kenneth B. Hoyt

Time: 1/2 hour

Date: ____________

WHAT IS CAREER EDUCATION?

In generic sense, career education consists of all the activities and experiences through which individuals prepare themselves for and engage in work - paid or unpaid - during their lives. As a response to a call for educational reform, career education seeks to make preparation for work both a prominent and a permanent goal of American education at all levels. By doing so, it hopes to make work - paid or unpaid - possible, meaningful, and satisfying for each individual.

HOW DOES CAREER EDUCATION DIFFER FROM VOCATIONAL EDUCATION?

1. Career education includes career awareness, exploration, decision making, preparation, entry, and advancement. Vocational education has only one of these components - career preparation - as its main thrust.

2. Career education is for all persons, whereas vocational education, as it now exists, concentrates primarily on people seeking vocational-technical education below the baccalaureate degree level.

3. Career education emphasizes both paid and unpaid work in the lives of individuals, whereas vocational education emphasizes preparation for work in the world of paid employment.

WHY WAS THE LANUCHING OF CAREER EDUCATION CONSIDERED NECESSARY?

First, for the last several years, people have been demanding that the formal educational system change in ways that will enable students, when they leave the educational system, to be more successful in finding and engaging in satisfying, worthwhile work. Second, the meaningfulness of work in the life-styles of Americans is declining, and this has serious consequences for productivity.

WHAT ARE THE CHARACTERISTICS OF A GOOD CAREER EDUCATION PROGRAM?

First, the program involves all students at all educational levels. Second, it is coordinated to reflect what is known about career development. Third, it is collaborative, both in terms of relationships involving the educational system and all other phases of business and society. Finally, it is learner-centered in goals, basic methodology, and evaluation.

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* Adapted from Today's Education, January 1975.

SHOULD CAREER EDUCATION BE TAUGHT AS A SEPARATE SUBJECT?

No. It should be viewed as an additional way of motivating students to learn and as an alternative classroom methodology for teacher use.

IS CAREER EDUCATION NECESSARY AT THE ELEMENTARY LEVEL?

Yes. Work values as part of one's personal value system cannot be ignored during the elementary school years. To ignore the teaching of good work habits until secondary school would be disastrous for many students. Realizing the crucial importance of basic academic skills in the world of work should motivate elementary school students to learn such basic skills better.

IS CAREER EDUCATION JUST AN APPROACH TO A GOOD TEACHING TECHNIQUE?

No. As an ingredient in the teaching-learning process, a good teaching technique represents only one component of a comprehensive career education program. To emphasize the use of career education only as a teaching technique is to disregard its collaborative nature. When education as preparation for work truly becomes a prominent and a permanent goal of all American education, the term career education can be dropped. I believe that day is years away.

WHAT ABOUT THE ARTS AND HUMANITIES IN CAREER EDUCATION?

They are crucially important for two reasons. First, they are, for many persons, a part of the world of paid employnebt and so must be included as career options for students. Second, the dehumanizing nature of many jobs in today's world of paid employment makes it vital that persons be able to use the arts and humanities for some of the work they choose to do in their leisure time.

HOW CAN TEACHERS GET CAREER EDUCATION STARTED IN THEIR SCHOOL?

Getting started involves (a) clear knowledge of the subject matter they are trying to teach, (b) a list of basic career education concepts from which they can select, (c) knowledge of available community resources, and (d) ingenuity and creativity. When teachers are armed with these things, career education offers them a means of using their abilities in ways that help students learn more through utilizing a variety of resources in addition to the usual textbook and curriculum guide.

Of course, it is better if the entire school is involved in the career education effort. But if individual teachers wait for that to happen, they may never begin.

IS CAREER EDUCATION JUST ANOTHER EDUCATIONAL FAD?

No. The call for career education, which has come from parents, students, and the general public, will not go away until it has been answered. Since educators were not the ones who issued responding to the call.

IS CAREER EDUCATION GROWING?

Yes. Approximately 5,000 of the 17,000 school districts in the United States have begun some career education activities.

That seems to me to represent fantastic growth when one considers that (a) the term career education wasn't coined until a little over three years ago; (b) only about 250 federally funded career education programs have existed in local school districts; and (c) no federal career education law existed prior to 1974 and, even now, no specific career education funds have been available from USOE.

In my opinion, one of career education's current problems is that becuase it has grown too fast the quantity of our efforts has far exceeded their quality.

WHAT ABOUT THE COSTS OF CAREER EDUCATION TO THE SCHOOL? WHERE WILL THE MONEY COME FROM?

Over 90 percent of the costs of education involve either buildings and equipment or staff salaries. Since, in career education, we are asking for neither new buildings nor greatly increased staff personnel, we aren't anticipating the need for large amounts of money. I hope the costs of career education will continue to come mostly from local and state funds, not from federal.

IF SUCH A PROGRAM IS LAUNCHED, WON'T CLASSROOM TEACHERS NEED IN - SERVICE EDUCATION?

In-service education represents, in my opinion, the largest single cost required for effective career education. My feeling is that all teachers should be exposed to ititial in-service training in career education to acquaint them with its basic nature, goals, and methodology.

The most important kind of in-service education comes when teachers try to infuse career education in the teaching-learning process. Only teachers who volunteer to undergo this form of in-service education should be involved.

WHAT ABOUT PRESERVICE EDUCATION?

It will be essential to the long-run success of career education. Michigan, Louisiana, Washington, and Arizona have made good initial efforts to infuse career education into preservice teacher education programs. To me, important as preservice education is to career education, it represents a lower priority than in-service education at the present time.

Ideally, preservice and in-service career education should be going on simultaneously. We must realize, however, that the primary expertise in career education is now in our local schools, not in teacher-education institutions. Teacher educators have much to learn from leading career education practitioners if they are to infuse career education concepts into preservice teacher education programs. Many teacher educators are beginning to do so now.

HOW DO STUDENTS, TEACHERS, AND THE PUBLIC REACT TO CAREER EDUCATION?

Reactions seem to be positive and enthusiastic. For example, in Attitudes Toward Career Education, published by Policy Studies in Education, New York City, 73 percent of the parents surveyed agreed that students should be told about jobs and job requirements during the study of every subject in every grade. And in the fifth Gallup Poll of Public Attitudes Toward Education, 90 percent of those polled said public shcools should give more emphasis to a study of trades, professions, and businesses to help students decide on their careers. Many teachers tell me that using a career education approach has made teaching exciting and meaningful for them. I have also heard favorable comments from hundreds of equally enthusiastic students.

WHAT DO YOU FORESEE AS THE FUTURE OF CAREER EDUCATION?

Its future depends first, and foremost, on how effectively it is now implemented.

It will continue to grow and flourish for many years if we can: (a) keep its focus on edcation as preparation for work, (b) continue to emphasize its collaborative nature, (c) maintain an adequate level of funding, (d) recognize that we can all be involved in the action, (e) concentrate on how much help students receive rather than on who received the credit for it, and (f) devote conscientious efforts toward evaluating the effectiveness of career education for all persons at all levels of education in all kinds of educational settings.

If we fail in any of these tasks, career education could and should disappear in a relatively few years. They key to the future of career education is the teacher, for the classroom is where all of these things either come together or fall apart.

Competency #3: DEFINITION OF MAINSTREAMING AND LEGAL REQUIREMENTS
OF P.L. 94142

Title: It's Okay to Be Different

Time: 1/2 hour

Date:

IT'S OKAY TO BE DIFFERENT: MEMO ON MAINSTREAMING

We hear a lot about mainstreaming these days. More and more it seems to be seen as the idea that will, like the crucial piece in a puzzle, "put it all together" for handicapped children, as far as the educational picture goes. CLOSER LOOK has been getting an increasing number of letters from parents asking what it is and what it means for their own child. Will he get more help, or less, if he is "mainstreamed?" Some write about happy experiences they've had, some about experiences that were not so happy. Some are just plain bewildered.

We hear from others, too. A mother of a "normal" student writes to ask if the retarded child in the third grade will "hold my child back." A teacher expresses her fear that she won't be able to handle the hyperactive ten-year-old who has been mainstreamed into her classroom. A pre-teen girl writes to say she thinks the teacher is spending too much time with the slow learners, and this worries her ... she is afraid that somehow it will affect her own chance to "do well" and make it to college.

Obviously, we don't have all the answers. We doubt that at this point anybody does--although a great deal of time and energy on the part of parents and professionals is being spent on investigating ways of making the theory work and learning how to translate it into the postitive force it promises to be.

What's Mainstreaming All About?

It's all too easy to let a word slide into our vocabulary and simply assume that we're all talking about the same thing. So it may be worthwhile to ask: what is mainstreaming? And what isn't it?

Basically, it is a thrust toward integrating handicapped children into regular schools and classrooms, with many opportunities not only to join in the usual activities of a normal school day, but also to be accepted members of their own socieity of non-handicapped peers, to be "counted in." On the other side, one thing it is not intended to be is a wholesale elimination of specialized services, programs or classes designed for children with exceptional needs.

In simple terms, the mainstreaming philosophy maintains that as many physically, mentally and emotionally handicapped children as possible should be included in regular classes--with as much extra support from professional specialists as each requires. Extra professional support covers a wide gamut, including intervention by teachers who are skilled in helping youngsters deal with emotional difficulties, tutoring by math and reading specialists trained to work with learning disabled children, mobility training for the blind to give only a few examples. Even when disability is severe, and the child needs to spend a greater amount of time away from the regular classroom to get the kind of teaching and help that he requires he can still be encouraged to take part in all the activities that have always been open to other children--such as art and music, shop and P.E.

The mainstreaming concept accepts the need for full-time attendence in special classes for the fewest among the handicapped child population who, because of the severity of their disabilities, need the most unique services. But they too, according to the ideal, are spared the stigma of segregation. Though taught in special classes, sometimes in special schools, they are assumed to be in the mainstream of school life and, wherever possible, participate fully in regular activites.

A growing number of schools are implementing this design, and even where there is no formal declaration of adherence to mainstreaming, programs are responding to fresh currents of thinking.

What Happens When the Walls Come Down

It's not hard to see the benefits when some of the rigid walls dividing child from child are brought down. One retarded fifth grader had never even realized there was an assembly room in his school until the day he was asked--by a perceptive music teacher--if he would like to play the cymbals in the school band. A music lover, the youngster was thrilled, performed his part (two claps of the cymbal, on cue from the music teacher) with dignity and, at the close of a concenrt for parents, decided to step forward, eyes shining, to take a bow as a soloist!

There are innumerable stories that tell you what happens to kids when they're seen simply as members of an ordinary classroom, without any "special" label. At its best, the new approach provides an opportunity to strengthen that hard-to-define quality called "self-image" and helps to heal some of the erosive effects of isolation and rejection.

Attitudes Need to Change

But it is important to point out that all the program reforms, new techniques and special resources which are now being debated, developed and tested must stem from a basic change in attitude. When we talk of the "supports" that have to be provided to the handicapped child in the mainstream, our starting point has to be our genuine conviction that there really is no special status we assign to one child and deny to another because of IQ or looks or whatever other differences exist. Acceptance--a conviction that every child is worthy of the best we can give--is the heart of the matter. We have to really mean it when we say that to be different from the "norm" is not just okay--it's what being human is all about.

One writer, Robert Perske, put it this way: "All of us are limited to some degree. With this new view of human nature, no one needs to be seen as less than human, or more than human ... it is up to each of us to make a life from our own uniqueness ... It is my strong belief that the highest human dignity ... comes from developing into the best Bob Perske I can become with the givens I've got."

Perceiving, appreciating and nurturing the "givens" of each child underlie the push toward mainstreaming, and to do this we must look a life in new ways. A climate must be created in which mainstreaming can flourish, and that's a tough assignment. It means breaking down myths and stereotypes that persist about handicapped. It means overcoming fears and misconceptions, most of which go back to early childhood. It means finding out how to teach new attitudes, even how to construct a curriculum that examines old values and fosters new ones.

Let's Look At the Problem

No system is fail safe, nor should we expect it to be. But, it is important for all of us to look closely and carefully at this new system, to see its possible dangers and pitfalls as well as its promise. One of the greatest appeals it has is flexibility, its capacity, at best, to orchestrate as many teaching alternatives as possible. We hope it will grow in this direction, taking innovative chances on what will work, but keeping in mind always the individual and varied needs of a child--not only academic needs, but needs for friends and success, challenge and fun.

One educator said recently that unless we are ready and willing to mobilize a full range of supportive resources needed by each child, the mainstream could become another "dumping ground." Too many children have been in that kind of mainstream already--failing to learn, giving up, getting social promotions, joining the crowd who drop along the way. One junior high student who had a year out of special ed put it this way: "It was great to be in a real class. But the teacher didn't have any time to help me. And the kids made fun of me all the time. I couldn't hack it." Without the kind of help that's needed for a kid to hack it, invisible walls can effectively isolate and reject him, whether he's in the mainstream or out of it.

Also, in the enthusiasm for integration, we hope there won't be a downgrading of the place of the small special class or school in the specturm of needed services. The open door is what makes all the difference, and the respect felt for the children in that special classroom. The extent of the need for highly individualized trained help away from the pressures of the regular class is something that has to be decided child by child, and the resources must continue to be made available.

Things to Remember

In sum:

- Mainstreaming is a significant educational movement, a possible answer to the long tradition of isolating handicapped children. The result of segregation has been to depress the potential of far too many children; mainstreaming has the capability to do the very opposite, to open doors to participation and normal growth.

- By itself, mainstreaming is not a panacea. It must be backed up not only by many kinds of special resources, but by people who are dedicated to creating an atmosphere of acceptance.

- Parents must be sure that mainstreaming is giving their own handicapped child what he or she needs, that adequate resources exist to make the new system truly responsive not just a fad--or, at its very worst, an educational cop-out.

The hope is that out of all this effort will come greater opportunity for everyone. We hope that our non-handicapped children will gain a conviction not only of their own worth, but of their own strength--their capacity to mobilize themselves to deal with life. The mainstream after all, is not an easy place to be. Each of us, to survive in it, must find what has been described as "our own well of strength." For generations, our society has dealt the handicapped the insult of pity. Now, the new philosophy is saying: "You, too, have a well of strength. We will help you find it and use it." A teacher who works with handicapped teenagers recently called this whole process "lifestreaming." It strikes us that, quite possibly, that's really what we're talking about.

COMPETENCY #3: DEFINITION OF MAINSTREAMING AND LEGAL REQUIREMENTS
OF P.L. 94-142

Title: Outline of Legal Requirements of 94-142

Time; 1/2 hour

Date:

Legal Requirements of Selected Provisions

References to Procedural Safeguards

PL 94-142, Section 615 is the authority for minimal due process procdures which must govern the provision of special services to handicapped children. Furthermore, Subpart E of the final regulations for operationalizing PL 94-142 elaborate or otherwise define minimal requirements for implementation of due process procedures.

The intent of the law concerning its procedural safeguards provision is found in its constitutional origins and judicial rulings applying the Fifth Amendment to education: no person shall "be deprived of life, liberty or property, without due process of law." Thus, a working definition for the adequacy of any set of procudures adopted by schools in educational decision making is that when an individual is faced with a decision or potential decision affecting his education environment, he has the opportunity to be heard in his own behalf as well as the right to impartial resolution of conflicting positions.

References to Individualized Education Programs

PL 94-142 defines the IEP as:

> ... a written statement... developed in any meeting by a representative of the (LEA) who shall be qualified to provide, or supervise the provision of ... instruction ..., the teacher, the parent or guardian ... and when appropriate (the) child ... (Sec 602 (19)).

While PL 94-142 focuses on the IEP as a document, or a plan for the child's special education, and related services, the IEP can be viewed as a comprehensive system for instructional service delivery which includes planning, implementation, and periodic review and revision (Morrissey and Safer, 1977). It also serves as a record of the allocation and use of special education and related services.

The IEP is to include:

> ... (a) A statement of the present level of educational performance of such child; (b) A statement of annual goals, including short term instructional objectives; (c) A statement of the specific special education and related services to be provided to the child, and the extent to which the child will be albe to participate in regular educational programs; (d) The projected dates for initiation of services and the anticipated duration of the services; and (e) Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short term objectives are being achieved. (Final regualtions Sec. 121a, 346).

The final regulations futher clarify IEP meeting, participants in meetings, IEP accountability, and private and parochial school IEP involvement.

References to the Least Restrictive Environment

PL 94-142 includes three major references to the location of the provision of special services to handicapped children:

1. Section 612 (5) (B), PL 94-142, Eligibility

   "required by section 615, (B) procedures to assure that, to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily and ..."

2. Section 614 (a) (6), PL 94-142, Application

   "(6) provide satisfactory assurance that policies and programs established and administered by the local educational agency or intermediate educational unit shall be consistent with the provisions of paragraph (1) through paragraph (7) of Section 612 and Section 613 (a); and ..."

3. Section 614 (a) (1) (C) (iv), PL 94-142, Application

   "(C) establish a goal of providing full educational opportunities to all handicapped children, including ...

   > "(iv) to the maximum extent practicable and consistent with the provisions of Section 612 (6) (B), the provision of special services to enable such children to participate in regular educational programs; ..."

These three references have come to be known as the least restricitve environment (LRE) provision of the law. Based on the references, a working definition of LRE can be formulated as the location of the provision of special services to a handicapped child which maximizes to the greatest extent appropriate education of the handicapped child with children who are not handicapped.

References to Parental Involvement

The right of the child and parents to be involved as interested parties in determining the evaluation, program and placement of a child suspected of being educationally handicapped was first established in 1972 by the Consent Decree in *Pennsylvania Association for Retarded Children (PARC) v. Commonwealth of Pennsylvania*. Prior to this directive, many educational agencies made efforts to inform parents of action taken involving their child's education and secure parental support. However, informed consent was not assured. Moreover, provisions for active involvement on the part of the parents in behalf of the child and the child himself, where appropriate, were not found in general practice.

However, the regulations for PL 94-142 (Part 121a.226) now mandates a partnership between the parents of the child in question and the school whenever the status or program of a child may potentially be altered. Furthermore, PL 94-142 states that each meeting conducted for the purpose of developing, reviewing and revising a handicapped child's individualized education program should include one or both of the child's parents and, where appropriate, the child under consideration as participants in the meeting(s).

COMPETENCY #3: DEFINITION OF MAINSTREAMING AND LEGAL REQUIREMENTS
OF P.L. 94-142

Title: Outlines of a General Discussion With Special Emphasis on Vocational and Career Education

Time: 1 hour

Date:

Legislative Mandates

Recent trends in litigation and federal and state legislation have required the assurance of equal educational opportunities for the handicapped. At the federal level, the Education of All Handicapped Children Act, P.L. 94-142, established, as a matter of national policy, the right of handicapped children and youth to a free, appropriate education in the least restricitve educational setting. The intent of this policy is to provide individual handicapped students with a meaningful education in that setting which is as close to normal as possible, thus ending any unnecessary isolation of the handicapped from their peers and hopefully facilitating their post school adjustment to "mainstream" American life. There are implications for vocational education in P.L. 94-142. Tomlinson and Albright (1977) pointed out the need for an interdisciplinary approach between special education and vocational education in implementing individualized education plans.

The General Assembly of North Carolina, 1977 Session, ratified House Bill 824, "An Act to Provide for a System of Educational Opportunities for All Children Requiring Special Education." This Act makes North Carolina legislation consistent with federal legislation.

Definitive federal legislation relevant to vocational and career education opportunities for the handicapped dates back to the early 1960's with the passage of the 1963 Vocational Education Act. However, there was only minimal effort on the part of states to respond to the 1963 act's provision that the states provide vocational training for the handicapped. In 1968, Congress passed Vocational Education amendments requiring states to reserved 10% of their federal vocational education funds for the exclusive purpose of financing programs for the handicapped.

The response of the states to this congressional initiative, however, continued to be mixed, as exemplified by a report in the American Vocational Journal (1975). Program development was occuring in some states, but limited numbers of programs were available in other states. While some progress in serving greater numbers of handicapped students in vocational education was being made, the need for continued improvement was also recognized (Gentry, 1974).

The most recent vocational education legislation, Title II of the Educational Amendments of 1976, continued the 10% set-aside provision and further required states to match, dollar for dollar, these federal funds with state and/or local funds. In carrying out the programs, states' use of funds expended for the handicapped must be consistent with states' plans submitted under the Education of the Handicapped Act.

Mainstreaming

A key concept arising from these legislative mandates has been the "least restrictive alternative" requirement for educational placement of the handicapped. Implementation of this concept has led many educators to consider "mainstreaming" as a viable option in the delivery of educational services to the handicapped.

Mainstreaming refers to the new efforts in public schools to provide a more appropriate education for all students in the least restricitive setting.

Mainstreaming is an important and, a potentially dangerous, educational innovation. It is important because it suggest providing, for the first time, full participation by handicapped students in the educational system. It is dangerous because, without appreciation of the complexity of the changes involved and without sufficient professional and technical support for implementing those changes, mainstreaming could adversely affect advances already made in providing educational services for handicapped students.

The following definition, adapted from the Council for Exceptional Children (1975), serves to clarify the mainstreaming approach.

Mainstreaming is:

- providing the most appropriate education for each student in the least resticitive setting;
- looking at the education needs of students instead of clinical or diagnostic labels such as mentally handicapped, learning disabled, physically handicapped, hearing impaired, or gifted;
- looking for and creating alternatives that will help academic and vocational educators serve students with learning or adjustment problems in the regular setting. Some approaches being used to help achieve this are consulting teachers, methods and materials specialists, itinerant teachers and resource room teachers; and,
- uniting the skills of academic and vocational education and special education so that all students may have equal education opportunity.

Mainstreaming is not:

- wholsesale return of all exceptional students in special classes or programs to regular classes;
- permitting students with special needs to remain in regular classrooms, without the support services that they need;
- ignoring the need of some students for a more specialized program than can be provided in the general education program; nor,
- less costly than serving student in special self-contained classrooms or programs.

Whether mainstreaming is a fad or a legitimate response to the demand for least restrictive alternative approaches to educating children with special needs may depend on the local meaning of the term, how it is introduced to staff in a local school district, and the circumstantial correlates existing there at the time of introduction. Implementation by principal/teacher groups who request the right to mainstream children with special needs may be quite different from implementations resulting when a shcool principal introduces the concept to his teachers as something forced on them by a local Board of Education.

In general, mainstreaming is a system problem and raises many instructional, social and psychological questions. The empirical consequences for handicapped children, for non-handicapped children, and for teachers are not clear. The conceptual, philosophical, organizational and programmatic consequences for general education, vocational education and for special education are also yet to be articulated. The limited empirical support for a mainstreaming rationale--primarily an antidote to the inefficacy of special classes--hardly leads directly to an alternative that one could be assured would be better than the existing system. The legal rationale, involving the rights of children to an education, significantly--and appropriately--stops short of describing how that education can be provided.

Regardless of the arguments for and against mainstreaming, state and federal legislation requires that the "least restrictive environment" concept be implemented in all education programs for handicapped students, including vocational education.

COMPETENCY #8: UNDERSTANDING OF INSTRUCTIONAL TECHNIQUES FOR HANDICAPPED STUDENTS

Title: Teacher Suggestions of Goals and Techniques For Teaching the Handicapped: Referenced Package

Time: 1 hour

Date:

INTRODUCTION AND EXPLANATION OF CURRICULUM

All students have the right to equality of educational opportunities despite any special needs or learning disabilities they may have. Teachers faced with educating handicapped children mainstreamed into their classrooms face special problems. The ranges and degrees of possible handicaps manifested in exceptional children is unending and so are their particular needs. Teachers must adapt instruction to these individual differences while exercising their responsibilities to a more homogeneous group of children. Enabling each pupil to develop at their own pace and as nearly as possible, to the maximum of their potentialities requires extreme individualization within a class curriculum. It demands unyielding amounts of time from the teacher who understands and accepts each child's special abilities and unusual limitations.

The following is an elementary school curriculum of major skill areas and objectives within grade levels for use by regular teachers with mildly handicapped children in their classes. The emphasis is on those pre-vocational skills needed by mildly handicapped students apart from major academic subject areas taught in a regular curriculum. They are essential skills needed before advancing to higher levels of vocational training. Seven major types of handicaps that are most commonly found in mainstreamed elementary classes are exemplified: educably mentally retarded, learning disabled, visually impaired, hearing impaired, speech impaired, physically handicapped, emotionally disturbed. It is important to realize that several of these handicapping conditions may appear in the same child at the same time. Awareness for any combination of conditions in all children is stressed. Rarely are there isolated handicaps in children. Specific activities addressing these subjects are included in Appendix E.

For each handicapping condition, there are five skill areas emphasized:

self-help, social, language and communication, motor and recreation, and life skills. Within each skill area is listed specific goals and objectives for that particular handicap which the student should attain within the specified grade level. These objectives are designed as guidelines for regular teachers in meeting the individual needs of their exceptional students. Variations in teaching techniques and suggested activities are encouraged.

In each major area of exceptionalities, there are specific teacher suggestions for introducing the skills to be learned. Objectives within the five skill areas are common across all handicapping areas for exceptional children and are basically the same taught to normal children. Therefore, they were delineated and outlined only once and are collected in the section for the Educably Mentally Retarded. Each of the other six major areas of handicaps lists only the specific objectives relative for that handicap. Reference is then made to the EMR section for finding the other general objectives applicable to each remaining section.

Because of the extra demands of time placed on the teachers of mainstreamed classes by individualizing instruction, a successful source of aid comes from their other students. Allowing peers of handicapped students to tutor or assist them with their work and adjustments, meaningful help comes to everyone. Even the simplest tasks performed by more able students save a teacher valuable time. But it is essential that handicapped students be allowed an equal opportunity to return the favor to their peers in a way best suited for them. Advocacy for everyone must be a two-way street to insure feelings of self-worth and to reject those feelings of total disablement.

Through participation in educational experiences provided by the regular curriculum in elementary schools, handicapped students work toward goals that are similar to those that are planned for non-handicapped children. In addition, handicapped students must acquire other skills with special emphasis relative to their particular handicaps. Achieving these individual outcomes is a part of the vocational training of these students. It is essential in preparing them to become productive members of society's work force.

Teacher Suggestions for Educating:

EDUCABLE MENTALLY RETARDED

1. Never let students fail. Organize and use methods which lead them to the right answer. Provide clues where necessary. Narrow choices they have in responding--lead them to the right answer by rewording the question or simplifying the problem. Never leave them in a failure, but carry them along until they find success.
2. Provide feedback so that students know when they have responded correctly and why they may have responded incorrectly.
3. Reinforce correct responses immediately and clearly using tangible reinforcement or social approval.
4. Use rewards frequently with verbal praise.
5. Stress systematic, sequential instruction rather than incidental teaching when instructing in the more academic subjects.
6. Break all tasks down into simple sequential steps. Keep the tasks simple and accomplish one step at a time beginning at a level where success is insured.
7. Gear tasks to students individual needs of accomplishment including many successes.
8. Reduce the amount of demands at any one time placed upon students.
9. Always incorporate a lot of repetition and drill in teaching new concepts (stress the same concept while varying the activities or ways it is presented).
10. Always provide immediate success, frequent encouragement, and avoidance of failure.
11. Space the repetitions of material over time rather than massing the experiences in a short duration.
12. Provide sufficient repetition of experiences to develop over-learning.

13. Limit the number of concepts presented in any one period of time.

14. Use familiar and meaningful examples when presenting verbal concepts and apply them to students' own experiences--or have students give you examples.

15. When giving directions, demonstrate with a simple, clear, step-by-step procedure.

16. Find the optimum level at which the child should work--if material is too easy, the student is not challenged to apply his/her best effort, yet if too difficult, he/she faces failure and frustration.

17. Apply learning tasks to objects, problems, situations in the learner's life environment which are relevant.

18. Provide for positive transfer of knowledge from one situation to another.

19. Real-life-experience teaching is more effective than abstract presentations.

20. In academic subjects, teach functional skills that the student will be able to use (e.g., in reading, stress skills needed in applying for a job, road signs, newspapers, and the reading and writing of letters).

21. Provide on-the-school tasks and jobs for vocational preparation (e.g., building maintenance, grounds maintenance, cafeteria or food service, office services, visual aids, library.)

22. Provide opportunities for self-teaching (learning-by-doing).

23. Provide many social experiences in the class and outside.

24. Provide alternatives so that children are not idle for extended periods during which they could get into trouble.

25. Provide opportunities for students to have some freedom of movement at the end of successful task completion.

26. Allow other students in the class to "tutor" EMR students if they need additional help--but it is essential that they be given an opportunity to help their peers also.

27. Allow students free recreational time often to be alone by themselves.

28. Provide time and opportunities for students to express themselves either in groups or to the teacher alone.

29. Maintain routines and schedules with a very gradual addition of any change.

30. Structure the learning situation so that the work area is uncluttered and the stimuli are limited.

31. Arrange materials with proper cues for attention.

32. Use simple, concrete materials and models (e.g., toys or simple puzzles which can be checked by children both kinesthetically and visually are helpful).

33. Traditional textbooks and workbooks are generally unsuitable for children who are educably mentally retarded. Instead use teacher-made materials whenever possible and choose from books of high-interest but low-readibility.

34. Learning can best be taught in settings that most closely resemble the kinds of social situations in which the EMR students will find themselves in daily life (e.g., if developing table manners, eating together at the table under supervision may be the best way).

35. Introduce a variety of recreational activities in which they can participate at their own level of recreational activities.

SELF-HELP SKILLS for EMR Students

K-3 Personal Cleanliness and Grooming

1. Learns to dress unaided
2. Learns to dress appropriately with seasonal changes
3. Learns to keep clothes neat and clean
4. Cares for teeth and learns importance of brushing them after every meal
5. Cares for nails, keeping them clean and trimmed
6. Learns when to wash face and hands
7. Cares for hair, keeping it combed and washed
8. Learns and practices proper toilet habits (e.g., flushing toilet after use, washing hands afterwards, etc.)
9. Learns to blow nose and dispose of tissue properly

Good Eating Habits

1. Differentiates nutritious foods from unhealthy ones
2. Washes hands properly before and after eating
3. Learns and uses acceptable table manners
4. Secures own food in the cafeteria without assistance

Safety

1. Knows appropriate action in case of a fire drill
2. Recognizes safety signs appropriate to locality
3. Develops good judgment for action in dangerous or unsafe situations in individual or group experiences
4. Follows directions of community resource people (e.g., bus driver, police officer, firefighter, etc.)
5. Holds rails going up and down stairs
6. Follows rules of games (e.g., no pushing or shoving)
7. Recognizes and avoids school and household dangers (e.g., electrical hazards, fire hazards, poisons, knives, medicines)
8. Learns to dial "0" in case of an emergency and give name

K-3

Body Awareness

1. Recognizes major parts of the body
2. Distinguishes among a class of people by separating them into groups according to sex

Other Health Needs

1. Learns the importance of getting enough rest and sleep
2. Recognizes the symptoms of common illnesses and ailments
3. Learns preventative measures for becoming ill
4. Keeps foreign objects away from eyes, nose, and mouth
5. Understands need for daily exercise and fresh air

4-6

Personal Cleanliness and Grooming

1. Develops regular habits of personal cleanliness and good care of the body
2. Develops sense of responsibility for the proper care of clothing

Good Eating Habits

1. Learns to recognize foods for making a good breakfast, lunch, and dinner
2. Uses knife and fork in cutting food properly without assistance

Safety

1. Learns laws and rules for traffic, pedestrians, and people on bikes, which will help them and people around them live more safely in the community
2. Develops appreciation for laws that protect society and understands why it is necessary for everyone to obey laws and rules that are designed to provide safety for all
3. Understands how to report all accidents or other emergency situations (can give all necessary information)
4. Knows how to receive help and ask directions if lost

Body Awareness

1. Understands basic body functions
2. Understands some of the physical changes of the body in boys and girls during puberty (e.g., menstruation, acne, voice changes, excess body hair, etc.)
3. Understands the basic process of human reproduction

Other Health Needs

1. Develops proper attitudes toward health and generates good mental hygiene
2. Realizes with a problem of health where the problem is located, when it began, what caused the problem, and simple treatment

SOCIAL SKILLS for EMR Students

K-3

Self-Awareness

1. Identifies own feelings and emotions
2. Knows and recites full name, age, address, telephone number and birthplace
3. Develops sense of self-worth
4. Develops sense of security in social situations
5. Develops concept of possession and ownership

4-6

1. Recognizes and names some abilities he/she has (things he/she can do)
2. Learns to control emotions while expressing them openly and appropriately
3. Recognizes his/her own assets and limitations

Family Relationship

K-3

1. Develops understanding of the members that constitute the family unit and thier roles as it relates to him/her
2. Learns his/her responsibilities to his/her family
3. Learns his/her family's responsibilities to him/her
4. Learns respect for equipment, property, and the rights of others
5. Learns to accept authority and responsibilities

4-6

1. Respects feelings and emotions of others
2. Participates in group discussions without arguing
3. Learns the source of family income and budget of family expenses
4. Appreciates and cares for his/her home

Peer Relationships

K-3

1. Determines what qualities make a good friend, where you can meet such people, and how to go about making their acquaintance
2. Learns to share
3. Learns to take turns
4. Learns to cooperate
5. Develops good manners and practices courtesy to others in public situations or in private
6. Helps friends voluntarily when necessary
7. Discriminates between personal belongings and those of peers
8. Identifies physical differences in people stressing individuality (e.g., height, weight, skin color, hair color, eye color, etc.)
9. Recognizes individual differences within class of classmates
10. Understands that everyone has strengths and weaknesses

4-6

1. Accepts the limitations of other people and makes allowances for them in social interaction
2. Learns appropriate behavior in varying social situations
3. Relates to strangers using caution with courtesy
4. Complies with reasonable requests made by peers
5. Knows when and where different forms of showing affection are appropriate
6. Develops acceptable boy-girl relationships
7. Learns and practices the qualities of good sportsmanship, accepting losses and wins graciously
8. Learns to accept regulations for the welfare of the group

Community Relationships

K-3

1. Develops an understanding of what a community is made up of (e.g., resources, helpers, buildings, etc.)
2. Uses caution in association with strangers
3. Learns proper behavior in car or bus so as not to distract the driver (e.g., keeping parts of body within car, etc.)
4. Learns the location of stores and public buildings with reference to own house and can give necessary directions
5. Becomes increasingly aware of community helpers and their functions in the community

Community Relationships

4-6

1. Learns appropriate manners for behaving in large group community activities (e.g., parades, carnivals, movies, etc.)
2. Becomes aware of resources and services provided by the community and learns how these resources can be utilized (e.g., libraries, Y.M.C.A., parks)
3. Becomes familiar with possible emergency situations in the community and learns what to do under such circumstances
4. Given the list: parents, siblings, peer group, other adults, employer, and other employees, the student verbalizes the type of role or relationship he/she would have with each person or group

LANGUAGE AND COMMUNICATION SKILLS for EMR Students

Expressive

K-3

1. Learns to make manual gestures and use them when necessary
2. Learns to deliver oral messages
3. Develops memory skills (internal organization)
4. Relates personal experiences (e.g., interests, possessions)
5. When presented with a task, learns to ask for help on the details he/she does not understand
6. Recalls general facts of an experience shared by the class
7. When greeted by another person, responds to the greeter either verbally, by gesture, or by facial expression appropriately
8. Engages in informal speech with classmates and teacher
9. Answers questions verbally describing and labeling things
10. Uses appropriate volume and speaks in sentences

4-6

1. Verbalizes directions for playing several simple games
2. Strengthens speaking skills in addressing large groups (e.g., maintains eye contact with audience, uses appropriate volume)
3. Learns to ask questions and verbalize needs
4. Talks freely and informally with peers
5. Talks over the telephone using proper skills and manners
6. Sings songs
7. Sequences events in stories and expresses their order verbally

Receptive

K-3

1. Develops listening comprehension for instructions and stories
2. Develops auditory discrimination of familiar sounds
3. Follows simple instructions
4. Responds to visual cues (e.g., color, shape, space relationships, etc.)
5. Listens on the telephone, radio, records, tapes, television

Receptive (Continued)

4-6

1. Develops listening skills sufficient to follow more complex directions such as a series of 3 or 4 directions at once
2. Sharpens auditory discrimination by identifying initial, middle, and final consonant sounds
3. Recognizes sounds that rhyme
4. Listens for comprehension from stories read aloud
5. Uses books and other audiovisual aids

RECREATION AND MOTOR SKILLS for EMR Students

Gross Motor

K-3

1. Learns good posture (e.g., standing and sitting)
2. Learns basic locomotor skills and the correct performance of each (e.g., walking, running, jumping, skipping, hopping, marching)
3. Learns ball skills (e.g., catching, throwing, kicking, rolling, bouncing)
4. Practices climbing skills on steps and ladder
5. Practices balance (e.g., walking lines, balance beam, see-saw, riding tricycles, swings, sliding)
6. Learns body motions (e.g., simple gymnastics, dancing, etc.)

4-6

1. Masters basic locomotor skills
2. Learns endurance through physical activities (e.g., jogging, running)
3. Practices limited calisthenics
4. Plays in structured group games in accordance to the rules
5. Follows steps and directions called for in simple folk dances with distinct verbal "calling"
6. Develops pre-vocational motor skills of pushing, pulling, lifting, carrying, standing

Fine Motor

K-3

1. Develops manual dexterity in performing self-help skills (e.g., buttoning, zippers, tying shoe laces, snapping)
2. Develops eye-hand coordination in performing simple arts and crafts (e.g., scribbling, drawing, tracing, coloring within lines, painting, tearing, folding, pasting, pouring liquids and solids)
3. Learns to control fingers to put things together (e.g., tinkertoys, stacking blocks for balance, etc.)
4. Learns to cut functionally with scissors

4-6

1. Develops ability to construct items and build functional objects
2. Assembles puzzles
3. Uses pegborads
4. Assembles and disassembles objects (e.g., beads, nuts and bolts)
5. Sorts objects into various groups
6. Participates in more complex art activities (e.g., weaving, modelling, woodworking, sewing, leathercraft, etc.)
7. Practices playing various musical instruments

Recreation

K-3

1. Chooses own activities to become engaged in during leisure time
2. Understands earning leisure time after work is finished

4-6

1. Makes own choices and uses leisure time appropriately at school and at home
2. Becomes aware of possible recreational activities and choices for using leisure time at school and at home
3. Becomes acquainted with opportunities and locations for individual or group recreation that are available in the community throughout the year--participant or spectator (e.g., library, Y.M.C.A., organizations--Girls Scouts, Boy Scouts

VOCATIONAL SKILLS for EMR Students

Occupational Awareness

K-3

1. Names different kinds of jobs in the community
2. Identifies different jobs performed by school personnel
3. Names chores done in the home and classroom, and identifies who is responsible for them
4. Differentiates between kinds of stores and what they sell
5. Names ways people help others through their work (services)

4-6

1. Identifies various work situations with different kinds of dress
2. Identifies one kind of occupation he/she would like to engage in and one he/whe would not like to
3. Tells about job opportunities for jobs peculiar to his/her locality
4. Develops a realistic concept of the kinds of jobs he/she will be able to get

Attitudes and Concepts

K-3

1. Develops self-pride in doing a good job and recognizes its worth
2. Develops acceptable values and good work habits (e.g., cooperation, perseverance, ability to take constructive criticism, ability to follow directions, self-control, initiative).
3. Evaluates own work
4. Develops sense for completing tasks and can tell when they are finished
5. Follows a series of directions to complete a task
6. Names qualities of a good worker
7. Verbally explains warning and danger signs in environment
8. Verbalizes classroom rules of conduct in preparation for appropriate assembly line behavior
9. Given an assigned classroom chore, carries it out without being reminded by the teacher

Attitudes and Concepts (Continued)

4-6

1. Understands the reasons and procedures for the proper care of tools and their repair
2. Explains why criticism for poor work is warranted

3. Functions in a job without total supervision
4. Works alongside peers on a job assignment without interfering with their work
5. Performs task in a neat and orderly manner
6. Makes daily decisions concerning his/her welfare by being objective to all sides
7. Becomes aware of the qualifications needed to get and keep a job
8. Learns different modes of transportation that can be used to get to work
9. Develops ability to inhibit reactions to stimuli to stem inappropriate outbursts
10. Accepts assistance from someone in an appropriate manner when needed
11. Differentiates between the role of the leader and worker in an employment situation
12. Sets and accomplishes realistic goals

Skills

K-3

1. Develops manual skills in making simple objects
2. Identifies and knows function of actual tools
3. Demonstrates appropriate use of household tools and materials (e.g., scissors, saw, screwdriver, hammer-nails, pins, stapler)
4. Learns proper cleaning and storage of materials
5. Categorizes a group of common objects by their use (e.g., materials for sewing vs. woodworking, etc.)
6. Sorts a group of objects by shape, color, or size
7. Matches like objects
8. Learns simple housekeeping skills (e.g., dusting, sweeping, washing dishes, sewing, easy cooking)
9. Learns simple woodworking skills
10. Learns simple gardening skills
11. Collates materials and stacks them

4-6

1. Correctly fills out an uncomplicated job application for providing basic necessary information (e.g., name, address, age, etc.)
2. Recites his/her vital statistics (e.g., social security number, height weight, skills, etc.)
3. Orders the sequence of movements for successful performance and completion of a task
4. Learns simple child-care skills
5. Makes simple objects in woodworking (e.g., bookends, birdhouses, etc.)

6. Makes simple articles and garments in sewing
7. Cooks simple meals
8. Learns simple automechanics

Time and Money

K-3

1. Develops concept of checking in and out daily as found in much of the world of work
2. Develops punctuality in beginning tasks and moving from one learning activity to another on time
3. Recognizes coins and bills of our money system
4. Learns the concept that to get money, it must be earned

4-6

1. Discusses differences between leisure and work time
2. Learns to budget time to be able to get to work and be punctual
3. Develops concept of time limitations on individual tasks and time schedules for completing all tasks
4. Learns the cent value of coins and denominations of bills
5. Learns simple budgeting of money and appropriate choices for spending it

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Teacher Suggestions for Educating:

HEARING IMPAIRED STUDENTS

1. Use captioned films.
2. Provide for on-the-job training and work-study programs around the school.
3. Have the child sit near the front of the room.
4. Require child's direct visual attention and face him/her as you talk to him/her.
5. Talk in a natural tone.
6. Allow the child more physical exploration and manipulation than is allowed the hearing child.
7. Give much responsibility to foster an attitude of independence.
8. Establish rules and guidelines to maintain a consistent and predictable environment.
9. Provide immediate feedback to the child about his/her work and behavior.
10. Do not isolate the child from the hearing population. Engage him/her in activities with hearing people suitable to his/her age level in order to build the child's sense of security.
11. Ask the child to repeat directions.
12. Write out difficult and unusual words.
13. Place the child with his/her back to the light.
14. Use visual symbol systems to portray concept (i.e., Fitzgeral Key).
15. Use pantomining activities.
16. Encourage group academic and social activities with hearing peers to foster learning language.
17. Create experiences that provide success.
18. Provide a secure, structured environment by making classroom schedules and routines somewhat controlled and repetitive.
19. If the student does not understand what you say the first time, instead of raising your voice, restate the idea, using a different language approach.
20. Encourage the child to become involved in community group activities.
21. Encourage the student to challenge himself/herself and to recognize that he/she is handicapped but not disabled, frequently giving him/her positive reinforcement.
22. Encourage classroom speech.
23. Promote speaking clearly with correct pronunciation, enunciation, and volume.

SELF-HELP SKILLS for Hearing Impaired

K-3

1. Learns to take care of hearing aid, if he/she has one
2. Learns to make others aware of the needs resulting from his/her handicap
3. Recognizes and obeys safety rules and signs through other sensory channels
4. Learns to wear and properly adjust hearing aids and other auditory equipment needed to increase hearing ability

4-6

1. Learns to make simple physical adjustments and adaptations, such as arranging the seating position in a classroom for optimum use of his/her hearing ability
2. Knows parts of the ear and their function
3. Appreciates his/her abilities and recognizes and accepts the limitations placed on him/her by his/her handicap

[See SELF-HELP SKILLS in EMR section for more general objectives]

SOCIAL SKILLS for Hearing Impaired

K-3

1. Learns to encourage peers to communicate with him/her despite his/her hearing loss
2. Learns to adjust to environment in such a way that optimum use of hearing and of speech reading ability can be made
3. Develops a desire to communicate and to share thoughts and ideas with the teacher and with other members of the group
4. Develops a desire to use speech in social situations even though his/her speech may be impaired

4-6

1. Eliminates excessive mannerisms which may be peculiar to children with hearing losses
2. Learns to adjust appropriately to his/her hearing limitation in all social situations
3. Develops the habit of paying attention even when others may not be attending
4. Learns to physically orient himself/herself toward others when speaking and listening

[See also SOCIAL SKILLS in EMR section]

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LANGUAGE SKILLS for Hearing Impaired

K-3

1. Responds to visual cues in the environment
2. Learns to make eye contact when speaking
3. Attends to single events as they occur
4. Acquires skill in speech reading
5. Becomes aware of the importance of communication
6. Learns to make known his/her needs for special seating in the classroom and public places
7. Recognizes and discriminates changes in pitch quality, intensity, and tempo in speech production
8. Learns to make and interpret manual gestures to express needs or relay important information
9. Develops the habit of watching people's faces
10. Develops awareness of environmental sounds
11. Learns alternative modes of communication, if necessary, such as lip reading, finger spelling, sign language, or a combination of these methods
12. Follows simple verbal directions

4-6

1. Learns to make optimum use of hearing through auditory training
2. Uses alternative skills in daily communication
3. Improves own pitch, quality, intensity and tempo in speech production
4. Practices conversation in structured and informal situations
5. Responds with appropriate action to multiple commands in the classroom
6. Practices listening to sounds that are incidental and common to daily life, such as noises made by cars, trains, and airplanes; and the sounds characteristic of animals and birds
7. Listens and asks appropriate questions
8. Follows a sequence of directions
9. Uses vocal music to improve qualities of speech production
10. Relates aural experiences

[See LANGUAGE SKILLS under other EMR objectives]

MOTOR SKILLS for Hearing Impaired

K-3

1. Explores his/her physical limitations as they relate to his/her hearing loss
2. Practices balance activities to compensate for a possible equilibrium loss
3. Learns to interpret gestures as they are used in games of motor skill development

4-6

1. Releases frustrations associated with his hearing loss through physical exercise
2. Develops alternative physical activities appropriate to his/her disability (ones that do not require full hearing)
3. Learns to play some regular games by adopting players' positions to minimize needs for hearing
4. Discriminates and uses musical vibration produced by instruments to participate in music activities

[See also MOTOR SKILLS for EMR for more general objectives]

VOCATIONAL SKILLS for Hearing Impaired

K-3

1. Becomes attentive to working environment by paying special attention to signs and other visual information
2. Becomes especially attentive to facial expressions and gestures of people in a work situation

4-6

1. Recognizes dangerous working situations through other sensory channels
2. Learns to provide a way for others in the work setting to communicate (i.e., keeps a pencil and pad or chalkboard with him/her for others to use)

[See VOCATIONAL SKILLS for EMR for more general objectives]

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Teacher Suggestions for Educating:

SPEECH IMPAIRED STUDENTS

1. Give students seating preference. Students should be placed close to front of room or close to the person to whom they will be responding.
2. Use many visual cues for phonetic production, including modeling of speech sounds.
3. Structure the classroom to provide a calm, accepting environment when the child is required to speak (i.e., prepare classmates that the child's speech may be hard to understand, but that he/she should be encouraged to speak).
4. Provide opportunities for a speech-impaired child to speak with feelings of success.
5. Encourage students to mix and join in social activities.
6. Have students practice speaking in front of a mirror to himself/herself in a private area.
7. Make and monitor recordings of his/her speech productions.
8. Provide formal social experiences for the child to speak with people.
9. Encourage quantity of speech before the quality.
10. Provide much verbal praise and encouragement.
11. Schedule the child's speaking time when the group is most receptive (i.e., let the child go first for show and tell).

12. Allow as much time as needed by the student for verbal expression and provide for other means of expression if he/she cannot make himself/herself understood.

13. If the child's speech is unclear, it may help to ask him/her to repeat the message in another way.

14. Avoid interrupting the child or otherwise embarrassing him/her by guessing what he/she is trying to say.

SELF HELP SKILLS for Speech Impaired Students

K-3

1. Learns to make known personal needs through alternative means
2. Identifies personal strengths and weaknesses despite his/her handicap
3. Recognizes limitations imposed by his/her speech impairment
4. Cares for teeth and mouth and controls drooling, if any

4-6

1. Adjusts realistically to his/her speech impairment
2. Knows how to verbalize and express what to do in an emergency situation
3. In cases of cleft palate or cleft lip, cares for special appliances, if any

[See SELF HELP for EMR for a list of general goals.]

SOCIAL SKILLS for Speech Impaired

K-3

1. Learns to relate positively to others through communication skills
2. Develops a positive self-concept and confidence in his/her ability to verbalize
3. Develops a positive attitude for communication in general
4. Learns to make gestures for self expression
5. Becomes attentive to environment
6. Develops peer relationships and interacts appropriately

4-6

1. Develops an adventurous spirit toward a communication experience
2. Learns to adjust appropriately to his/her speech limitation in a social situation (i.e., knows that he/she will have to go slowly and repeat phrases often)
3. Eliminates excessive mannerisms that may be peculiar to students with speech impediments
4. Learns to control and appropriately deal with his/her own emotions
5. Learns to seek help verbally from peers when needed
6. Feels confident in asking strangers for directions
7. Refines ability to gesture by learning finger-spelling, signing, and other manual communication systems.

[See SOCIAL SKILLS for EMR for general goals]

LANGUAGE SKILLS for Speech Impaired

K-3

1. Identifies likenesses and differences in speech sounds
2. Practices new ways to produce speech sounds
3. Develops language concepts that are new to him/her
4. Learns to make manual gestures for self-expression
5. Perseveres in verbalizing experiences

4-6

1. Gains understanding of the process of speech production
2. Produces more understandable speech in a structured situation and in daily living
3. Learns to listen to, analyze and describe his/her own speech productions and those of other persons
4. Establishes some controls in the rhythmic production of speech
5. Views a change in his/her mode of communication as a challenge and adventure
6. Engages in structured speech experiences which strengthen the recognition and discrimination of sounds
7. Masters manual speech (signing, finger-spelling, etc.)

[See LANGUAGE SKILLS for EMR for general objectives]

MOTOR SKILLS for Speech Impaired

K-3

1. Practices the movements of speech musculature through exercises of blowing, yawning, swallowing, chewing, and sucking

4-6

1. Participates fully in games by using speech in calling directions, giving signals, etc., in games

[See also MOTOR SKILLS for EMR for general goals]

VOCATIONAL SKILLS for Speech Impaired

K-3

1. Learns to verbalize without hesitancy needs or questions concerning working on a task
2. Learns to communicate with peers or co-workers when appropriate in a work situation

4-6

1. Learns to report an emergency situation through alternative avenues
2. If job description requires speech, finds a way to circumvent his/her disability

[See VOCATIONAL SKILLS for EMR for a list of general goals]

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Teacher Suggestions for Educating:

EMOTIONALLY DISTURBED STUDENTS

1. Structure the environment for elimination of distractions adversely affecting the learning experience.
2. Emphasize paying attention to one thing at a time.
3. Realizing that the emotionally disturbed child has a low frustration tolerance, set goals that are feasibly attainable in short periods of time.
4. Assign tasks according to abilities and specific learning problems.
5. Insure success in task assignments.
6. Make all activities highly structured.
7. Use much repetition in oral directions and assignments.
8. Use plenty of drill work in teaching concepts.
9. Provide models whenever possible in activities.
10. Demonstrate activities and tasks.
11. Allow time for much practicing to master a new skill.
12. Encourage decision-making by the child.
13. Engineer the seating arrangement to enhance the child's relationships to others and offer greater opportunities for verbal interaction with peers.
14. Establish clear rules and guidelines to create an ordered, consistent environment.
15. Seating arrangements may be used to help students internalize limits.
16. Use role playing to aid in self-expression.
17. Reduce complex tasks to simple ones, giving them to the child one at a time in short, rewarding intervals.
18. Allow time for expressing feelings to peers.
19. Maintain eye contact while giving directions to insure attention. This may entail placing the hand under the child's chin and elevating his/her head until eye contact is made.
20. Assign another child in the class to tutor the child with emotional problems. This may help if the child feels antagonism toward adult authority figures.
21. Allow a special time in the school day when the student can talk openly with you if he/she desires.
22. Make preferred activities contingent upon completion of required activities.

SELF-HELP SKILLS for Emotionally Disturbed Students

K-3

1. Develops habits of personal cleanliness and grooming
2. Learns importance of developing routine schedules of daily self-help skills

4-6

1. Becomes independent in performing grooming, feeding, and other self-help skills
2. Learns to make appropriate choices of clothes to wear according to seasonal changes
3. Learns to recognize a valid need and communicates it appropriately to the correct source of aid

[See also SELF-HELP SKILLS in EMR section for more general objectives]

SOCIAL SKILLS for Emotionally Disturbed Students

K-3

1. Learns to recognize own emotions and feelings in different situations
2. Recognizes own strengths and weaknesses
3. Develops feelings of self-worth and a positive self-concept
4. Learns to respect rights of others
5. Learns to accept authority of supervisors
6. Learns to take turns
7. Learns to share possessions and materials
8. Interacts with peers appropriately in formal and informal situations
9. Develops sense of right and wrong for self in social relationships
10. Practices working alone and increasing independence

4-6

1. Learns to control and appropriately deal with own emotions
2. Accepts responsibility for own behavior
3. Increases relatedness to others (peers and adults)
4. Seeks help from peers and offers assistance on work when needed

5. Works well in a group on a common project
6. Deals with peer and social pressure by recognizing dangers of alcohol, tobacco and drugs

[See also SOCIAL SKILLS in EMR section for more general objectives]

LANGUAGE SKILLS for Emotionally Disturbed Students

K-3

1. Verbalizes how he/she feels and what his/her emotions are
2. Verbalizes any needs he/she may have
3. Asks questions when he/she doesn't understand
4. Listens carefully to others
5. Follows simple directions
6. Attends to a single idea at a time

4-6

1. Learns self-organization in receiving external stimuli
2. Learns to attend to one thing out of a group of things
3. Follows a series of directions
4. Expresses things of personal concern and offers suggestions to deal with them
5. Verbalizes through expressive language personal experiences

[See also LANGUAGE SKILLS in EMR section for more general objectives]

MOTOR SKILLS for Emotionally Disturbed Students

K-3

1. Practices visual motor skills such as form recognition and discrimination
2. Releases frustration appropriately through gross motor activities and games
3. Practices good sportsmanship in accepting failure and victory

4-6

1. Recognizes when and what to do for releasing built-up tension and frustration through recreational activities
2. Increases perseverance and endurance through physical exercise and games (e.g., remains in game entire time)

[See also MOTOR SKILLS in EMR section for more general objectives]

VOCATIONAL SKILLS for Emotionally Disturbed Students

K-3

1. Develops good work habits and attitudes with special emphasis in particular problem areas (e.g., being on time to work activity, staying on-task in activity)
2. Follows classroom rules
3. Develops sense of completing all work tasks

4-6

1. Accepts constructive criticism
2. Accepts authority from adult figures
3. Learns to question rules and their meanings appropriately when he/she does not understand them instead of challenging their restraints
4. Learns to accept a sudden change in the work schedule or unforeseen events without becoming upset
5. Works neatly with speed and accuracy
6. Works alongside peers without distracting them or being distracted
7. Learns to verbalize any problems or dissatisfaction with his/her jobs in a meaningful way to supervisors

[See also VOCATIONAL SKILLS in EMR section for more general objectives]

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Teacher Suggestions for Educating:

PHYSICALLY HANDICAPPED STUDENTS

1. Typewriting should be an alternative substitute for handwriting as needed.
2. Allow practice in the use of environmental resources when the orthopedic handicap inhibits independent functioning.
3. Use cassette tapes and recorders to teach individual lessons.
4. Seat the child in an area where materials will be most accessible.
5. Take advantage of peer help but always exchange favors. Have a fellow student help the handicapped student in exchange for a favor performed by the handicapped child.
6. Children who cannot hold an ordinary pencil may be able to manage one which has been built up with tape or inserted in a plastic or rubber holder.
7. Adapt teacher materials to the needs of individual students on the basis of the specific physical problems as well as other learning disabilities.
8. Devise materials to increase motivation and minimize boredom.
9. Reduce frustrating stimuli.
10. Provide larger pencils and paper with widely spaced lines to facilitate learning to write.
11. If agreeable with the student, have him/her explain to the class what his/her handicap is, how his/her prostheses work and what the other students can do to help.
12. Let him/her do everything for himself/herself possible.
13. Ask him/her to provide you with feedback concerning his/her needs and what the teacher can do to better the situation.
14. Adapt regular activities to include everyone.
15. Prevent environmental barriers to mobility.
16. Always check before field trips to insure that there will be no architectural barriers preventing the students from entering or participating in the learning experience. (This includes the means of transportation.)

SELF HELP SKILLS for Physically Handicapped

K-3

1. Develops modes of taking care of the activities of eating and dressing
2. Practices care of prostheses (i.e., removes and replaces braces)
3. Develops habits of personal grooming
4. Recognizes dangerous and unsafe situations

4-6

1. Develops habits of safety as they relate to daily living and as they relate to the handicap
2. Finds ways to secure needed help from the environment with minimal imposition on the time of the persons providing help
3. Develops an understanding of personal health needs
4. Secures books, materials, and equipment as needed; keeps up with them, and transports them to places where they are needed
5. Learns to attain maximum level of independence in activities of daily living
6. Knows to use resources available to report an accident or call for help
7. Realizes his/her own special needs and knows the best way of accomplishing them

[See also SELF HELP SKILLS for EMR for more general objectives)

SOCIAL SKILLS for Physically Handicapped

K-3

1. Adjusts physically and emotionally to his/her physical limitations
2. Develops an understanding of the nature of his/her physical assets and limitations
3. Develops appropriate ways of relating to peers and to adults, within the limits of his/her handicap

4-6

1. Evaluates realistically his/her physical capabilities
2. Learns to accept his/her handicap
3. Adjusts his/her personal demands on individuals in the environment

[See SOCIAL SKILLS for EMR for a list of general social objectives]

LANGUAGE SKILLS for Physically Handicapped

K-3

1. Develops a reliable mode of communication
2. Feels comfortable enough about his/her handicap to talk to a group about it

4-6

1. Develops initiative in securing help from the environment as needed
2. Practices control of rhythm, inflection, smoothness, and articulation in speech whenever a physical speech impediment exists
3. Learns to use a telephone effectively to compensate for a lack of mobility

[See also LANGUAGE SKILLS for EMR for a list of general objectives]

MOTOR SKILLS for Physically Handicapped

K-3

1. Develops a method of handwriting, if possible
2. Develops modes of moving about in the home, school and community
3. Practices activities requiring eye-hand coordination
4. Plays games that can be adapted to individual abilities and limitations
5. Improves sitting and standing balance
6. Develops manual dexterity as far as possible
7. Develops body posture
8. Exercises to improve strength

4-6

1. Develops independence in mobility, if possible (Child may use peer help, but he/she should be given the opportunity to return the favor to the peer.)
2. Finds and participates in appropriate recreational activities
3. Chooses and uses any equipment which is necessary to provide mobility in the environment
4. Learns to release physical and mental frustrations through appropriate activities
5. Follows an individual physical therapy program especially designed for him/her, if one exists

[See also MOTOR SKILLS for EMR for general objectives]

VOCATIONAL SKILLS for Physically Handicapped

K-3

1. Develops manual dexterity to perform activities in the environment (i.e., opens and closes windows and faucets, prepares simple foods, operates light switches, drawer pulls, door handles, and door knobs)
2. Colors within lines and traces
3. Matches colors and shapes
4. Distinguishes between objects of different sizes and textures
5. Develops eye-hand coordination

4-6

1. Develops skills with everyday tools and devices used at home and in school
2. Learns independence in the use of leisure time and chooses leisure time activities that are appropriate
3. Learns to develop all possible manual skills
4. Becomes aware of alternative emergency escape routes from community buildings

[See VOCATIONAL SKILLS for EMR for general objectives]

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Teacher Suggestions for Educating:

VISUALLY HANDICAPPED STUDENTS

1. Use large print books (can be ordered free of charge)

2. Prepare classroom charts in large manuscript.
3. Use visual magnifiers for printed materials.
4. Provide for special seating.
5. Prepare recorded materials and teach child to operate various machines to play the lessons.
6. Have peers read stories, poems, and textbooks to students one at a time. They also may help the child by taking notes for him/her.
7. Use more embossed and dissected materials such as puzzles, relief maps, globes, charts, and graphs.
8. Allow the pupil maximum use of discussions and questions to secure interpretations of visual aids in the classroom.
9. Supplement visual drills with oral drills in spelling, language, and arithmetic.
10. Provide lesson presentations which appeal to and utilize other senses as well as vision.
11. Arrange appropriate lighting arrangements, furniture arrangements, and visual aids in the classroom.
12. Arrange preferential seating in terms of range of vision and needs for differential illumination.
13. Develop a genuine respect for the child's media for learning (braille, large type, audio and tangible aids, specialized tools). Many of these can also enrich the education of all the children.
14. Provide first-hand experiences as opposed to vicarious ones.
15. Do not exploit visually handicapped children by showing them off to other children, teachers, or visitors.
16. Individualize work as much as possible.
17. Present concrete materials which can be touched and manipulated.
18. Use models if actual objects are too small or too large, but explain to the child that it is a distortion of the real object and explain the differences.
19. Provide for and encourage opportunities for the child to do things for himself/herself.

SELF-HELP SKILLS for Visually Impaired Students

K-3

1. Develops daily habits of personal cleanliness
2. Practices self-help skills of eating, dressing, moving about, and locating materials as independently as possible.
3. Learns to recognize his/her limitations relative to his/her visual impairment
4. Identifies personal strengths
5. Learns to make others aware of his/her needs by asking for help when needed
6. Learns information on the care of the eyes
7. Learns to care for many aids he/she may have in helping his/her vision (e.g., eyeglasses)

4-6

1. Adjusts realistically to his/her visual deficit
2. Gives attention to the health and optimum use of eyes
3. Makes decisions and choices regarding appropriate lighting arrangements, furniture arrangements, and visual aids for the best learning situation
4. Develops habits of neatness, orderliness, and independence in keeping up with materials and equipment

[See also SELF-HELP SKILLS in EMR section for more general objectives]

SOCIAL SKILLS for Visually Impaired Students

K-3

1. Recognizes individuality of himself/herself and others
2. Learns to offer and accept assistance from others
3. Learns to make needs known pertaining to his/her visual impairments
4. Develops attitude of independence and self-sufficiency
5. Learns to adjust to environment in such a way that optimum use of his/her vision can be made

4-6

1. Learns to adjust appropriately to vision limitations in a social situation
2. Learns to locate and attend to one sound or person at a time
3. Assumes responsibility for securing books, materials, and equipment as needed, for keeping up with them, and for transporting them where needed

4. Accepts occasional failures and develops an attitude of perseverance

[See also SOCIAL SKILLS in EMR section for more general objectives]

LANGUAGE SKILLS for Visually Impaired Students

K-3

1. Develops substitute channels for sensory intake (e.g., tactile, auditory, and kinesthetic acuity)
2. Discriminates shapes, sizes, textures and weights through the tactile sense
3. Listens carefully in order to receive and follow instructions with accuracy
4. Learns to attend to single sounds at a time
5. Learns to locate sound and orients toward it
6. Speaks before others with ease and confidence
7. Recites vital information about self (e.g., name, address, age, etc.)

4-6

1. Develops optimum use of vision with the least possible strain
2. Develops maximum use of sensory avenues other than vision
3. Improves listening acuity
4. Shows initiative in reporting the existence of the handicap in situations requiring special adjustment because of the visual impairment
5. Learns to use alternative methods of communication (typewriter, tape recorder)
6. Makes maximum use of discussions and questions to secure interpretations of visual materials from teachers and non-handicapped pupils
7. Listens to recorded lessons on mechanical instruments of various kinds in mastering aural comprehension skills

[See LANGUAGE SKILLS in EMR section for more general objectives]

MOTOR SKILLS for the Visually Impaired Students

K-3

1. Develops mobility in the home, school, and community environments
2. Becomes well oriented to the environment, whatever it may be

3. Learns body motions essential for mobility
4. Develops good posture and gait

4-6

1. Develops independence in locating and carrying equipment
2. Eliminates motor idiosyncrasies sometimes associated with poor vision
3. Learns to move about the environment independently and freely
4. Participates in rhythmic and physical activities of a group nature
5. Learns to write using whatever special materials are necessary (e.g., braille typewriters, sight-saving chalk, sight-saving paper)
6. Learns perseverance and endurance in performing physical exercises

[Also see MOTOR SKILLS in EMR section for more general objectives]

VOCATIONAL SKILLS for Visually Impaired Students

K-3

1. Learns to recognize and discriminate the following through the tactile sense: shape, size, weight, hardness, surface, qualities, pliability and temperature
2. Recognizes and uses color appropriately, when possible
3. Recognizes simple hand tools by tactile means
4. Develops good working habits and attitudes

4-6

1. Develops skill in typewriting if necessary
2. Practices safety rules for using tools with special emphasis on tactile and auditory senses to determine conditions
3. Exercises acute tactile and auditory senses to perform tasks
4. Develops alternative leisure time activities appropriate to disability (e.g., listens to records)

[See also VOCATIONAL SKILLS in EMR section for more general objectives]

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Gowan, John Curtis and George D. Demos. The Guidance of Exceptional Children. David McKay Company Inc., 1965.

Teacher Suggestions for Educating:

LEARNING DISABLED STUDENTS

1. Structure the environment for elimination of distractions that adversely affect the child's learning experience.
2. Create an understanding and accepting environment.
3. Emphasize paying attention to one thing at a time.
4. Practice confining the child's attention to that area of the classroom which has been assigned as his/her working area. Reduce to a minimum the space in which the child works.
5. Practice following a work routine.
6. Work with small groups rather than a large group.
7. Permit the child to use any teaching crutches needed (e.g., if he/she needs fingers to count or point, let him/her use them).
8. Allow peers to read the child's assignments for him/her, if they need to be read.
9. Give oral examinations when possible.
10. Use special reading materials of high interest value but at his/her reading level.
11. Remember that his/her speech, reception, and expression of information is often at a slower rate. Give him/her the extra time needed to take in, integrate, and give out information.
12. Create and place him/her in an area with as few distractions as possible.
13. Assign an equal amount of work in several small groups instead of lumping it into one large assignment.
14. Give one direction at a time and allow sufficient time to complete the task before the next is given.
15. Provide a structured, simplified school program so that the child does not have too many choices to make.
16. If a child has a spelling problem, grade for the content of his/her book reports rather than lowering his/her grade because of spelling errors.
17. Consistently point out the child's strong points. Give ready support and encourage all efforts, whether successful or not.
18. Establish definite goals for the student pertaining to each lesson or task. These goals need to be within the ability of the student.
19. Follow through on each lesson or task, making sure that the student has completed the assignment.
20. Reinforce the student with rewards that the student has helped establish and that are meaningful.
21. Inform the child daily of your expectations. Also, inform him/her of your daily schedule.
22. Maximize the motivational value of the materials to which the child is asked to attend.

SELF-HELP SKILLS for Learning Disabled Students

K-3

1. Learns a reliable, sequenced method for accomplishing basic self-help goals (i.e., to tie shoes, child learns a step-by-step method on which he/she can depend--as (a) pull laces tight, (b) cross laces and release, (c) make loop with left lace, etc.)

4-6

1. Learns to schedule grooming activities so that good health is maintained and a predictable pattern of self care is established (i.e., learns to trim nails, polish shoes, and perform other tasks on a regular basis)

[See SELF-HELP SKILLS for EMR for a list of general objectives]

SOCIAL SKILLS for Learning Disabled Students

K-3

1. Understands the nature of his/her learning difficulties
2. Learns new ways to adjust to the people in his/her environment
3. Can relate to an authority figure in a socially acceptable way

4-6

1. Learns strategies for helping to overcome his/her specific disability

[See also SOCIAL SKILLS for EMR for general objectives]

LANGUAGE SKILLS for Learning Disabled Students

K-3

1. Develops competency in distinguishing figure-ground, part-whole, and spatial relationships
2. Recognizes colors, likenesses and differences, sizes and shapes
3. Develops some skills in handling symbols through visual and auditory channels
4. Learns new ways to perceive environment and school work

4-6

1. Develops substitute channels for perceptual intake
2. Learns to compose thoughts systematically and express them clearly

[See LANGUAGE SKILLS for EMR for general objectives]

MOTOR SKILLS for Learning Disabled Students

K-3

1. Develops skills in eye-hand coordination activities
2. Participates in a variety of balancing skills
3. Uses gross motor skills development to help improve fine-motor school related skills (i.e., cursive writing)

4-6

1. Develops coordination through programs of tumbling and gymnastics
2. Practices games of receipt and propulsion to achieve mastery of eye-hand and eye-foot coordination

[See also MOTOR SKILLS for EMR for general objectives]

VOCATIONAL SKILLS for Learning Disabled Students

K-3

1. Develops the habit of following a schedule
2. Develops the ability to pay attention to and concentrate on his/her work in the presence of other pupils
3. Develops a tolerance for the school environment
4. Accepts a place in the classroom where he/she can work

4-6

1. Expands skills in his/her areas of competence so that he/she can become proficient in a vocation

[See also VOCATIONAL SKILLS for EMR for general objectives]

Bibliography

LEARNING DISABLED STUDENTS

Blackwell, Robert B. and Robert R. Joynt. Learning Disabilities Handbook for Teachers. Thomas, 1972.

Board of Education, Dallas Independent School District. Special Education for Exceptional Children. Dallas Independent School District, 1963.

Kirk, Samuel A. Educating Exceptional Children. Houghton Mifflin Company, 1972.

Love, Harold D. Educating Exceptional Children in Regular Classrooms. Thomas, 1972.

Competency #9: Skills in developing, selecting and modifying materials for special needs students

Title: Task Modification and Analysis

Time: 1/2 hour

Date: _______________

Task Modification and Analysis

A. Often exceptional children can learn a task if it is presented in a different way, or if they are given alternative forms of responding.

Example:

1. Susan is cerebral palsied causing her to have little functional speech, she is also hearing impaired.

2. Lesson "a" to read a word and tell what it is, i.e., CAR.

Modification: When shown a card with the word CAR on it and given a board with many pictures, Susan will point to the correct picture.

Also because of her hearing problem, her seating arrangement should always be considered, and her vision optimally used.

3. Lesson "b" to write the word CAR when the teacher calls it out.

Modification: When shown a picture of a car, Susan will write CAR.

B. Task analyses is breaking the instructional objectives into substeps. Usually, there is a hierarchy of skills involved in a learning task. Each task is then broken down into these substeps or subskills and they are ordered from easiest to most difficult.

Example: Name writing

Instructional Objective: The child will print his first name.

Analysis:

__________________________ ⑤

__________________________ ④

__________________________ ③

__________________________ ②

__________________________ ①

At first the child traces all letters. Then each letter is faded as he succeeds in printing with no cues. Until, finally, he does not need to trace any letters.

TASK ANALYSIS
OF
"NAME READING"

1. Terminal Objective: To be able to visually discriminate and touch child's printed name, when shown 5 names including their own.

2. Breakdown of objective - Sub-objectives:
   - Read names with no cues
   - Match name with name with cues
   - Touch and label name
   - Visually discriminate name from other names with cues
   - Match name to name with child's pciture attached
   - Discriminate name from other names with no cues

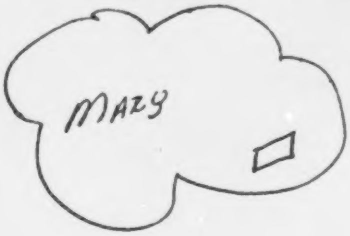
3. Sequencing of sub-objectives:
   - (1) Touch and label name
   - (2) Match name to name with child's picture attached (see example)
   - (3) Match name to name with cues
   - (4) Visually discriminate name from other names with cues
   - (5) Discriminate printed name with no cues
   - (6) Discriminate printed name from other names without cues

4. Manipulate variables:
   - Size
   - Color
   - Form
   - Novelty

5. Evaluate:

Choose a symbol for the studen. Select something they like - truck, wagon, doll, flower, etc. Have a different symbol for each child. Write child's name in middle of the flower, in black. (Use construction paper to make symbols.)

EXAMPLE:

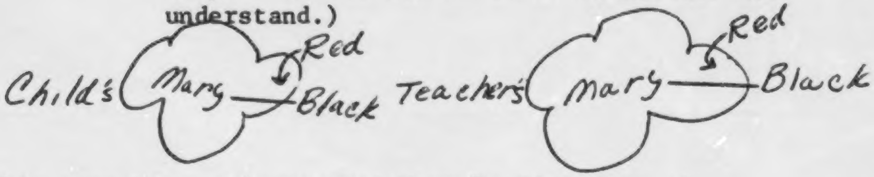


Cues:
- Form
- Color - Red
- Size - Big
- Novelty
- Picture
- Symbol

1. Attach a picture of child to the flower under their name. Teacher - "This says Mary." "Touch Mary." "What did you read?" "What does this say . . . Mary?"

Cues:
- Form
- Color
- Size
- Novelty
- Picture
- Symbol

2. Give child the flower like the flower above. The teacher has one too. The teacher labels the child's flower and says, "Put Mary on Mary." (Model how to do if child does not understand.)



Teacher - "Yes, you did it! This says Mary and you read Mary." Give lots of practice here.

Cues:
- Form
- Color
- Size
- Novelty
- Symbol

Cues Faded:
- Picture of Child

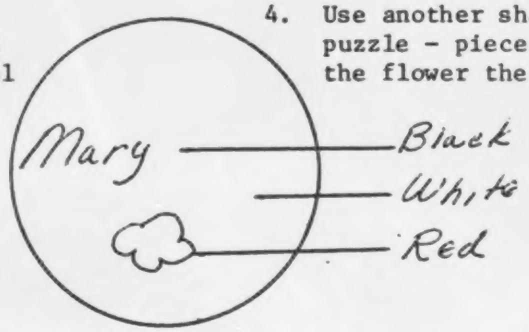
3. In this step, have child match their name and symbol to the appropriate name and symbol in a two object discrimination task. The teacher would have a red flower with Mary written on it and a blue truck with Fred written on it.

Same as above but using 2, then 3 other names and symbols.

Cues:
- Symbol
- Size of Symbol
- Color of Symbol

Cues Faded:
- Form
- Picture
- Novelty
- Color

4. Use another shape - circle, triangle, or puzzle - piece shape. Keep the color of the flower the same, red in this case.



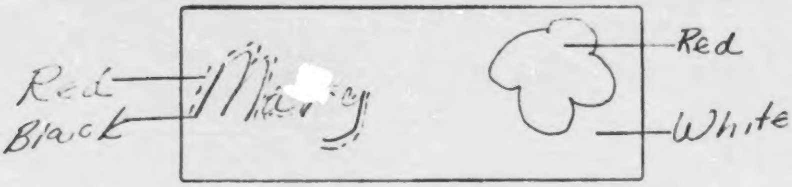
This enables the child to pick out his name because of their symbol. We have paired the name and the symbol. (This step may be broken down further by:
(1) Teacher labeling and modeling: "This says Mary." "Put Mary on Mary."
(2) Matching the symbol.)

Cues:
- Symbol
- Color of Symbol
- Size of Symbol

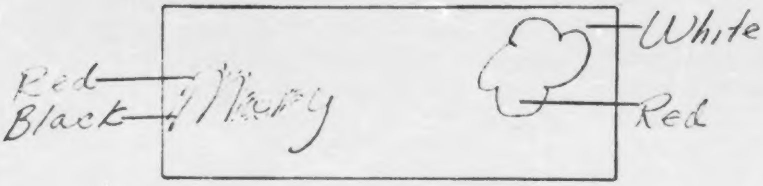
Cues Faded:
- Form
- Picture
- Novelty
- Color

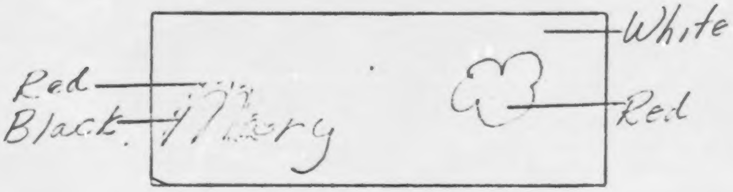
5. Use another shape - 5" x 7" index card. Color cue the child's name by outlining the black letters with red. The flower remains red.

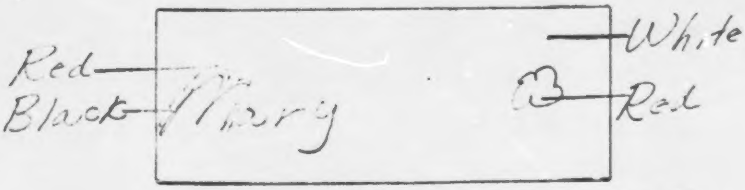
5" x 7" Index Card



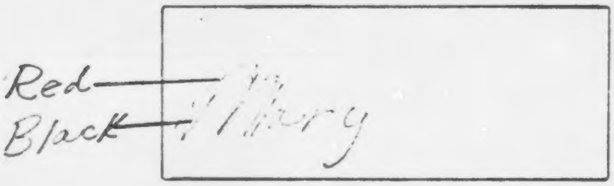
a. Begin to fade out the red outline cues, starting with the last letter of the name. Continue to use the flower symbol but decrease its size gradually.







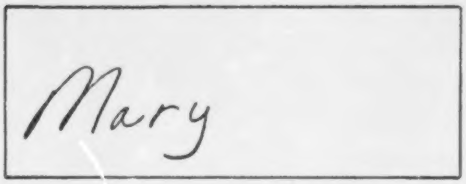
b. Then, have only the capital letter of the name cued with red and omit the flower or other symbol.



Cues:
None

6. Fade out the color cue of the first capital letter and have name in black.

Cues:
Fade all



7. Have child discriminate their own printed name from printed names of other children

Use this method and apply the index cards on the following, which child sees and uses each day:

- a. Place where child hands coat.
- b. Chair and/or desk.
- c. Glasses used for snack and lunch (plastic).
- d. Can which holds child's toothbrush and toothpaste.
- e. Crayon box.

Competency #10: Skills in evaluating/upgrading effectiveness of instruction and using program model components

Title: Preparing Instructional Objectives

Time: ______________

Date: ______________

PREPARING INSTRUCTIONAL OBJECTIVES (Source: Robert F. Mager)

In writing educational objectives three questions must be answered:

(1) What is it that we must teach?
(2) How will we know when we have taught it?
(3) What materials and procedures will work best to teach what we wish to teach?

Terms

Behavior - refers to any visible activity displayed by a learner (student).

Terminal behavior - refers to the behavior you would like you learner to be able to demonstrate at the time your influence over them ends, or when you have finished teaching them.

Criterion - is a standard or test by which terminal behavior is evaluated.

Objective - an intent communicated by a statement describing a proposed change in a learner, a statement of what the learner is to be like when they have successfully completed a learning experience; a description of a pattern of behavior we want the learner to be able to demonstrate.

Steps in writing instructional objectives:

First, identify the behavior specifically by name; specify the behavior which will be accepted as evidence that the learner has achieved the objective. What will the learner be DOING and what will the teacher be OBSERVING when the student has achieved the objective?

Second, try to further define the desired behavior by describing the important conditions under which the behavior will be expected to occur. State the conditions you will impose upon the learner when he is demonstrating their mastery of the objectives. Ask these questions:

(1) What will the learner be provided? Example: Given the A.A.M.D., definition . . .

(2) What will the learner be denied? Example: Without looking at the book . . .

(3) Are there any skills which you are specifically not trying to develop? Does the objective exclude such skills? Example: Given the following job application, print, (do not write) . . .

Third, specify the criteria of acceptable performance by describing how well (or how much, or in what time) the learner must perform to be considered acceptable. Example: Given the following list of 25 words the student must be able to correctly read 20 of the words.

Competency #10: Skills in evaluating/upgrading effectiveness of instruction and using program model components

Title: Teaching Sequence

Time: ______________

Date: ______________

ERROR-FREE LEARNING

Source: (Jane P. Findlay)
Chapel Hill Training - Outreach Project

Learning Without Failure → Learning With Success + Learning Without "No" → Learning With Positive Approach — ERROR-FREE LEARNING

"Error-free Learning" is a unique method for learning and teaching. It is appropriate for all children, but most appropriate for children who are behind in acquiring appropriate age-level skills. The child in a day care center for handicapped children or the child who has been held back in Head Start for the second year, can profit most from "error-free learning".

Acquisition of skills for teaching in the "Error-free Learning" method requires planning and practice and evaluation. However, anyone can learn how!

Basic Principles

1. Isolate the concept.
2. Concrete   Abstract
3. Positive Reinforcement
4. Repetition
5. Short learning sessions
6. Get attention before present task
*7. Teacher's responsibility to have child succeed

Four Specific Techniques:
MODELING
PROMPTING
CUEING
POSITIVE REINFORCEMENT

Unit: Body Parts

Today's Concept: "Nose"

Task #1: "Touch nose"

1. MODELING
Teacher demonstrates what she wants child to do.

Task → "touch nose"

Example of modeling: Teacher would touch their own nose.

The teacher is a model and demonstrates exactly what the child is expected to do.

2. PROMPTING
Teacher gives physical assistance in discriminating the appropriate response.

Task	"touch nose"

Child doesn't know what to do. They sit there. Or, child starts to touch eyes.

Example of prompting: Teacher takes child's hand and fingers and puts finger on child's nose.

The teacher supplies the child with the answer by physically moving the hand and fingers to touch the nose.

3. CUEING
Teacher gives clue or hint to child as to the cirrect response. Some cues are: size, shape, position, number, proximity, junk stimuli, pointing with finger.

Task	"touch nose"

Example of cueing: Teacher makes a mask of construction paper and puts it over the face. The only cut out part of the mask is the hole for the nose.

Cues given by the reacher in this instance would be: position (of nose through mask over face); shape (of nose); size (of nose) color (of nose) and no other distracting drawing or holes in the mask.

4. POSITIVE REINFORCEMENT
That reward which follows a behavior and makes that behavior more likely to happen again.

Two types of positive reinforcement that all teachers can use:

Verbal	Non-Verbal
"Wow - great work!"	smile
"That's the way."	hug
"Good working."	handshake
"Just right!"	clapping
"I like the way you did that."	nodding of head
"What a smart girl!"	pat on back, shoulder, hand
"You're really getting big now."	wink
"I like the way you're sitting." (name the appropriate behavior)	
"Good writing."	

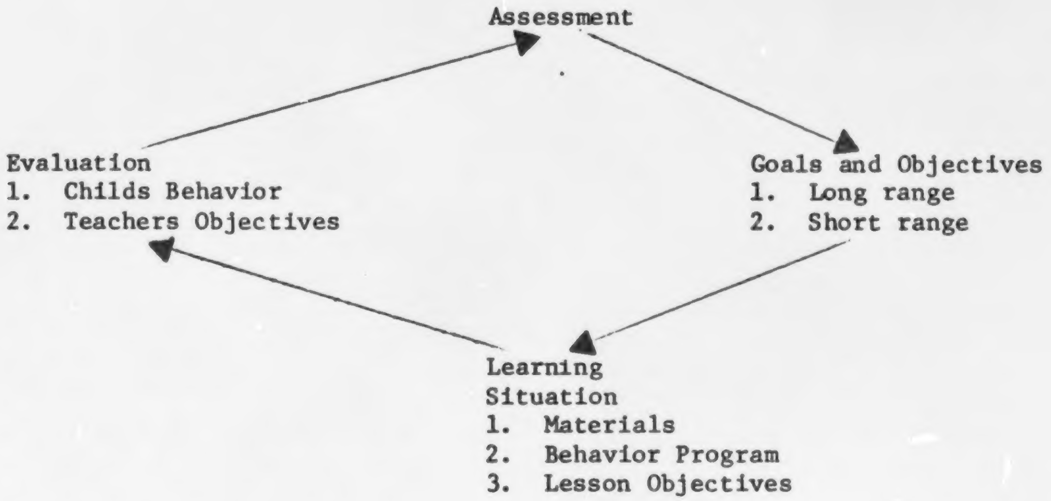
Competency #10: Skills in evaluating/upgrading effectiveness of instruction and using program model components

Title: Teaching Sequence

Time: ______________

Date: ______________

TEACHING SEQUENCE



* If the child fails to meet the lesson objective, perhaps the sequence or objective was inappropriate.

Competency #11: Skills in collaborating with parents and community and using model support services

Title: Helping Parents With Their Children

Time: ______________

Date: ______________

HELPING PARENTS WITH THEIR CHILDREN

Source: (Christine Y. O'Connell)
Department of Special Education,
College of Education, Arizona State
University, Tempe

Many parents need help in dealing with their children and would welcome the chance to belong to a group organized for this purpose. But is it the school's responsibility to organize such groups? My answer is a firm Yes. Why? Because I have talked with parents who either cannot afford counseling services or who are timid about seeking them, and I realize our society offers very little in the way of parent training. The facts speak out clearly: If the schools close their doors to parents who are seeking help, these parents may not seek the help elsewhere.

Parents find that the support they receive from a group is most comforting. I have seen many a parent enter a group nervous and upset, then literally sigh with relief halfway through the meeting when he or she realizes that the other parents are having similar (or worse) problems with child rearing.

This realization is especially valuable to parents who are single or whose spouses are unsupportive. Valuable, too, is the opportunity a parent group may give a parent to help someone else. A mother who has spent her time going from one mental helth center to another wondering all the time just how disturbed she is, will find that helping someone else can be quite an ego booster.

For two years I worked as a "parent educator" for a university-affiliated agency. During that time I saw many parents grow in their abilities to understand their own feelings, to understand their children, to change their behavior and that of their children, and to relate to and help others. It's rewarding to see a parent slowly change from an unhappy, self-derogatory, and uncertain individual to one who is confident and proud and striving to help others feel the same.

When a school does opt to provide some parent services, flexibility is the key to success. In some schools, for example, counselors or social workers take on the parent program. In other schools, it's a teacher or a group of teachers. "I've seen principals and psychologists become quite involved as well.)

Ideally, the person to work with parents through the school should be someone who knows a lot not only about child rearing but also about education. This person should be a resource to teachers and parents alike. In the future, schools may hire "parent educators" for this express function.

I hope I haven't conveyed the impression that parents are beating at the doors of the school to get help because sometimes parents are apathetic about joining groups. In fact, parent motivation can be a serious problem.

In order to get parents interested in a group, leaders might send them a brochure or newsletter with information about meetings and topics under consideration for discussion. Even if discipline is a primary concern in the school (which is likely), group leaders will want to announce other topics as lead-ins. Subjects that usually interest parents are child development, tutoring, health and medical concerns, new educational developments, mental retardation, autism, learning disabilities, and giftedness. Often, if only the group leaders can get parents to come cout to one or two meetings, they become hooked and will join the group.

Some schools establish reinforcement systems to encourage parents to participate in these groups. A number reward parents (educational games for use with their children, say) for participation. Others provide parents with bus fare and pay for their babysitters. For many parents, a session with a counselor or teacher who gives them undivided attention may in itself be highly reinforcing.

Before the first meeting with parents, group leaders will need to plan their sessions carefully. They will also want to learn how to facilitate communication and keep the group on task. Since a few people may try to change the topic of the session, monopolize the conversation, or be hesitant to speak, leaders will find it helpful to anticipate strategies for redirecting the converstion or switching topics and for getting everyone in the group involved in the discussion.

While one article could not possibly fully prepare anyone to work with parents, some guidelines should be helpful.

At the first meeting, leaders will want to do the following:

1. Give parents a chance to talk.
2. Provide an opportunity for them to establish, clarify, or modify the objectives for the group.
3. Assess parent and family strengths and weaknesses (a questionnaire may be helpful).
4. Informally assess skill levels of the parents in order to choose appropriate reading materials for individuals in the group.

Thereafter, leaders will find the group will progress smoothly if they remember a few rules.

1. Vary the tone and pace of the meetings, depending on the concerns and feelings of the group.
2. Don't be intimidated by the parents.
3. Don't impose goals on the group.
4. Don't assume people in the group are talking about the same behavior just because they use the same terms (unhappy, tanturms, threats, not communicating, etc.). Have people define their terms.
5. Don't give out magic solutions. Rather, help parents learn to weigh alternatives and to make decisions.
6. Transmit expertise and skills to parents.
7. Teach them a "process" so that later they can apply problem-solving techniques to new situations.
8. Give many concrete examples of the child-rearing techniques introduced in the class.
9. Pay attention to the successes the parents are having.
10. Help parents to become aware of the many positive things that happen with their children.

Of course, the list could go on and on. I frequently find it helpful to talk about the mistakes I have made with children. This lets parents know that I am human, too, and that making a mistake is not fatal.

I also point out the humor in many situations involving children. I find that humor, handled in the right way, can strengthen the interaction within a group as well as provide some relief from the intensity of the problems discussed.

Teachers, counselors, psychologists, or other school officials may have a group but feel unqualified to handle all the issues that come before them.

These leaders should remember that they can be effective without providing answers for all problems. Sometimes parents simply crave a listener.

At times I have said to a parent, "I want you to try this. I've seen it work in the past and I really think it will work for you." I have also said, "Tell your husband (mother, wife, grandmother, aunt) that Dr. O'Connell, who has had lots of experience with children, says this will probably work and we should try it." And I have said, "I feel you should be talking to someone else - that's not my area of expertise." Then, sometimes I will listen to a complex problem and rephrase what the parent has said. Or I will ask the parent to observe the situation more closely for the next week.

Leaders in this sensitive area must remain flexible in the techniques and procedures they use with groups. Practice and experience make this easier and easier. But leaders shouldn't assume that they must always have a Band-Aid ready - that's not their job or responsibility, however, to help parents do a good job of rearing children.

Competency #12: Skills in identifying and controling problem behavior in the classroom

Title: The Parent-Teacher Conference as a Collaborative Report

Time: ______________

Date: ______________

THE PARENT-TEACHER CONFERENCE AS A COLLABORATIVE REPORT

Source: (William J. Cohen)

I

The parent-teacher conference is often held in an atmosphere of anxiety, mistrust, and misgivings on the part of both teachers and parents. The objectives of the conference, mutual concern for the educational planning for the child, are often lost.

Why is there this underlying tension and uneasiness? Why is it that if the school asks the parents to come in for a conference they are apt to think "Now what's wrong?" Why do some principals hesitate before calling parents in for a conference? Why do many parents put obstacles in the way of responding to such invitations?

When the conference is held the parents may listen uneasily as they are told the problems that their child poses for the school but may offer nothing to the discussion. The teacher or principal may imply that the child's failure is a result of his home environment without any constructive suggestions as to the help the school may give. The teacher may feel angry or hurt by the questions she cannot possibly answer. The teacher may be made to feel that she is unfair in her evaluation of the child. She may be defensive about criticism of school policies over which she has no control.

The teacher may feel disappointment and annoyance that parents do not accept her description of the child's problems. ("I just could not seem to make them understand how much a disturbance or nuisance Johnny is in the classroom.") The teacher also may feel as if she should have succeeded in her efforts with the child, but she has tried and now feels failure. Because of her effort she comes to the conference with guarded feelings that the parent truly may blame her for the trouble. The teacher may make some suggestions and then feel resentful that the parents fail to take some action. ("They've been told since he was in second grade that he has a reading problem.")

Parents in turn may accuse a teacher of being unjust and unfair. ("Why is it always my child and not someone else's?") They may feel that it is the teacher who does not understand the child. They may indirectly accuse teachers of not doing the job for which they are trained. ("If they can't manage him at school what am I supposed to do?" "If he can't read why don't they teach him?") These are not distorted views. Parents do blame teachers unjustly. There are teachers who do fail to understand. Parents are unwilling to recognize that their child is troublesome in class. Teachers do fail to take the steps needed to correct a child's academic work.

The angry disappointment of which I speak, however, is not just the reactions of poor teachers or misguided parents. The parent-teacher conference may fail when both parent and teacher come with the best of intentions and with a keen interest in the child who is the point of concern. To help the conference achieve its true purpose--constructive interchange between parents and school--we need to understand the reasons for the failure of the conference and the disappointment which is felt by both parties.

In the first section we will discuss some of the negative aspects of teachers' feelings and some problems in the conditions of teaching which interfere with the teacher making a positive contribution to the conference. In the second section we will discuss the negative feelings and the parental sense of guilt which impedes the parent. The major portion is devoted to a positive way in which parents and teachers may work together to make the parent-teacher conference more useful for the child.

II

The Teacher's Dilemma

Let us examine the conditions of teaching first. Teachers are currently expected to teach all children, not just children who want and are eager to learn (1). This is not easy. While there are classes for retarded children, and some special provisions are made for the physically handicapped, there is little or no provision for the child who does not respond favorably to being educated, despite average ability.

In my role as consultant to public schools I have found that in classes of 28 or 30 there are perhaps eight or nine children who can be classified as having problems (1). Of these, four or five will be children with mild to severe learning and adjustment problems, with low motivation, restlessness and inattention in class. Two or three may be very quiet, non-responsive and a source of worry to the teacher. In every grade, i.e., in 60 or 70 children, there may be one who is so immature, so completely handicapped socially and intellectually, so upsetting in his behavior that the teachers will feel that the child does not belong in a regular class or in a public school. We are all aware that very few schools have special facilities for children who are not retarded but who disturb the teacher or the class.

What has this to do with the parent-teacher's conference? These children are one of the principal sources of the teacher's sense of inadequacy. When special provisions are not made for the socially or emotionally or intellectually handicapped, there is pressure on the school--and on the teacher--to maintain the child in the class. But these children with marked problems are unhappy and they do not accept the school situation as do most others. Instead of being cooperative they are withdrawn; instead of respect for the teacher and her task they may be resentful or rebellious. The difficult child robs the teacher of that pleasure and sense of satisfaction which comes with good and successful teaching.

Even when the child's difficulties are recognized, the current philosophy is that if the child does not bring positive values to school with him, the teacher is expected to instill or create those positive values. Whether we agree with this philosophy or not, children with problems increase the difficulty of teaching. The decisions to be made by a teacher become of challenging proportions. It has been estimated that about 500 times a day the teacher must decide what is the best thing to do in complicated individual and group situations. The teacher's dilemma is that she comes to teaching with positive ideas, she wants to teach, but there are roadblocks in her way. As a reaction to this conflict teachers may choose a variety of courses.

The Teacher's Way Out

Flight is one common reaction to frustration. Male teachers may seek other fields. Female teachers seek escape through marriage, or if married, through motherhood. Those who remain in teaching may escape through ignoring the problem, seeking administrative jobs, or simply denying that problems exist. I have learned not to be amazed when a principal tells me "Oh, we don't have any serious problems in our school." Yet in the best of schools there are children who will strike a teacher, steal, cry daily at the prospect of oral recitation, play all day long, and so on.

Some teachers seek help for the problems confronting them in the classroom, but they want quick answers, they seek magical formulae to help them with their problems. They want "instant goodness" in the children, but are reluctant to try to understand the problems. They are discouraged and they become even more discouraged when psychologists, counselors, or school social workers are not able to quickly relieve them of their burden.

Teachers may find a way out by concentrating only on pupils with intellectual promise, in this fashion hiding their discouragement with the less capable or disturbing children. Some become critical of the children. They have come, unfortunately, to think that it is their fault that the children are difficult. To avoid this idea they become critical and even rejecting of the children. In mild ways they may be critical of the community or of parents. Teachers often say--out of their discouragement--"parents in this community are too busy to be interested in their children," or they say of the very same parents "they push their children too much." We need to recognize that the teacher's approach to the parent-teacher conference is made difficult by these underlying feelings. They contribute to the resentments, the guardedness, or the marked criticalness which the teacher brings to the conference.

III
Parental Guilt

The parent often comes to the conference weighed down by a sense of failure, guilt, and self doubt. The parent feels responsible for his child. The parent believes with R.A. Jensen, Professor of Pediatrics and Psychiatry, when he said:

> "....it is still in the home that the child discovers for himself and consolidates his opinion about himself and others. It is here, in accordance with his basic potential, that he develops his skills in

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> managing his interpersonal relationships and learns what is expected of him and what, in turn, he can expect of others. It is here that he learns and must learn the basic lesson of obedience to authority, which is so essential to all of us if we are to live in a satisfied way. It is in the home that he develops his skills in meeting new people and adjusting to the ever-changing scenes and, in accordance with his capabilities, learns the primary lesson of competition, the acceptance of criticism and blame and praise, in preparation for the unavoidable struggle of the future." (3)

When parents are told that their child's skills are not as adequate as are those of other children his own age, they invariably ask "Why did this happen to us. .what was or is wrong with us . .what have we done, where did we fail?"

The Parent's Way Out

With this inner sense of self-doubt and guilt parents also seek to find ways out of their discomfort. The parent, as did the teacher, may seek to run away from the problem. They may flatly deny the existence of a problem, "Johnny couldn't possibly have done that." Or they may put the responsibility on the school, "He's never like that at home." They seek to minimize the seriousness of the problem or seek excuses for the child's behavior: "He wasn't feeling well..he's upset by the new baby..his sister is picking on him.." thus implying that when these other problems are solved Johnny will no longer be a problem.

The parent may also become critical of the child and even aggressive towards him with complaints of "He's always been terrible..he has a mean streak..I'll just have to whip him," or threats of removal of privileges. Of course parents blame each other, "He's just like his father: stubborn," or blame others, "Someone must have been picking on him."

Parents may become self-indulgent and self-pitying: "I don't know what to do with him--I don't have time to watch over him every second..I haven't been feeling well lately maybe that's why..."

With these guilty feelings and with various ways of trying to find an "out," parents come to the parent-teacher conference with many, many questions or they come quietly, steeped in their guilt, wanting to do everything, seeking help, but feeling incapable and unable to look realistically at their child, the school, themselves and what needs to be done.

"Oh What a Lovely War"

Both parents and teachers come to the conference with similar problems and similar feelings. On the surface there exist the same high hopes that often attend an international disarmament conference, and it often declines to the same coldness and poor communication, or at the worst, open warfare. I recall one conference about a sixth grader who had embarrassed her parents by stealing and being sloppy and her teachers by failing to learn. The principal asked the mother if she saw her daughter leave home in the morning (i.e., blaming the mother for the child's rebelliousness through being dirty) and asking the father if he didn't have some responsibility to teach his daughter good moral standards. I remember another conference where the parents made it clear that they laid the blame for their child's scholastic failure on a particular third grade teacher whom they felt was not only a poor teacher, but bigoted as well. They cited their "facts" of the many children in that particular class who had done poorly. They then went on to underline their defensiveness and avoidance of their own role by saying that the principal was being overly sensitive in protecting his teacher.

IV

The Collaborative Approach

We can see that these feelings mar the parent-teacher conference. We recognize the underlying dilemmas, the feelings of inadequacy, guilt and failure which both parents and teachers may bring to a conference.

However, the conception we have in mind does not attempt to undo these negative feelings, not does it attempt to do away with the self-doubts and the guilty feelings. Neither the parent nor the teacher can do this for each other. The parent can not change the existing challenges which face the teacher. The teacher can not remove the parent's sense of responsibility. The conception offered here will focus on defining separate roles for teacher and parent, making it possible for them to work together in a collaborative arrangement rather than to do battle. The focus here will be on the child and each in relationship to the child.

The Collaborative Effort

Stated simply, the conference should be a collaborative and cooperative effort, focused on understanding the child's problem, with a view toward each seeking to be more effective in their separate roles of parent and teacher. The essence of a collaborative relationship is the emphasis on two separate and distinct persons having a common concern. The role of the parent must remain separate from that of the teacher, and the role of the teacher remains separate from that of the parent. The common concern with a particular child need not lead to a common role toward the child. Each has something special to contribute. The working together must be directed towards defining what it is that each can contribute to the child's growth.

When this distinction is not maintained the relationship between parents and school is not collaborative but takes on other less productive shadings. Parents may come to the school "seeking advice," or they may seek to direct the school's program. On the other hand teachers or school may make direct suggestions about the child's out-of-school program. Not infrequently this non-collaborative relationship appears to be on positive and friendly terms. Yet teachers have been heard to complain, "she asked my advice--I gave it--and she never followed it at all."

The collaborative relationship is not a partnership, for that suggests the possibility of each substituting for the other. Two parents may be partners, but not parent and teacher. Parent responsibilities are different from those of educators.

Four Basic Stages

The collaborative relationship can best be seen as developing in stages, of which four can be distinguished. First, a mutual agreement on the presence of a problem of sufficient magnitude to warrant parent and school collaboration. This would include the initial attempts to define the problem. Second, acquiring and bringing to bear sufficient information so that a mutual understanding of the child is achieved. This may include the collection of anecdotal material from both home and school, examination of the school record, special studies such as a psychological examination, and other testing and examinations. Third, an assessment needs to be made regarding the implications of the material and knowledge and understandings. Fourth, the translation of the understanding and implications into planned steps for the child. The separate roles of home and school may be separately or jointly discussed at this stage. The role which each takes remains his own responsibility to carry out. The process need not be complicated. A meaningful collaborative relationship may be carried through in the space of a ten minute discussion. Teacher reports to mother that Johnny suddenly appears withdrawn, daydreaming, and his attention hard to focus. Mother agrees that the problem may exist and recognizes the reason as possibly existing in the fact she has been preoccupied with a younger child who has had an accident which demands more of her time. The implication that Johnny needs some compensating attention occurs to both parent and teacher. Teacher resolves to make some effort in that direction (not to usurp the parent role, but because Johnny needs that attention in school). Mother makes the same resolve.

If Johnny returns to his regular functioning in school no further conference is necessary, although both parent and teacher may later share their efforts with regard to Johnny.

It is more likely, however, that a collaborative effort will involve a continuous contact, involving the statement of the problem as seen by one or the other, discussions about the child's adjustment in the home or school, talks among all of the teachers involved, conferences with one or both parents, interim information collection, evaluation sessions, and follow-up discussions.

The first step, involving as it does a mutual agreement on the presence of a problem is most important in establishing and defining the nature of the relationship between home and school. It is at the point where the school brings to the home attention to the child's difficulties, or the home reveals the child's unhappy feelings about school that the most opportunity exists for anger, frustration, criticism, or defensiveness. It is at this point that the emphasis needs to be focused on "is there a problem?" and "what does the problem consist of?"

There must, first of all, be a mutual willingness to discuss together what the other sees as a problem. It is of extreme importance that each has to accept the other's unwillingness to discuss the problem as a problem at that time!

The collaborative aspect includes the idea that the conference should be voluntary on both sides. The invitation for a conference should be freely given and with freedom on both sides to make mutually satisfactory arrangements to hold or not to hold the conference. Some teachers make it a rule to call parents into school after every infraction of the rules. The note sent home is more of an order than an invitation: "Please come to school!" Often the teacher does not give the parent much leeway in time of day or day of the week. Parents are equally untactful in their demands for conferences without respect to other obligations which teachers may have, (e.g., graduate classes to attend). More important is the implicit rightness of holding a conference when it is meaningful in relationship to the child. When the teacher does not have sufficient information to contribute to a conference she may wish to postpone it.

Parents may be caught up in events which preclude devoting time and energy to their child at that moment. Failure to recognize the needs of the parent and the teacher as individuals, with problems and concerns of their own, apart from the child is to undermine the possibility of a future collaborative relationship.

There are indeed times and circumstances when either parent or teacher may see it as in the best interest of the child not to even attempt a communication with the other. No one can assess the correctness of judgements, stemming as they would from a complex of feelings and attitudes.

Moustakas (4) describes an inservice meeting in which a teacher brought up some of her doubts about having a conference with a boy's mother:

> "....As she (the teacher) talked some of her questions and doubts began to disappear. She saw new possibilities for growth in her relationship with Bill and his mother. Some of the teachers asked mainly about the background and conditions impinging on the child. Others empathized with the teacher and encouraged her to maintain her faith in the child's potentialities. The teacher emerged with her own conclusions not to talk with the mother, believing that the mother must continue to feel that school is one place her child is doing well, and hoping that in time this would lead to a positive feeling for the child at home."
>
> "When the teacher began to relate her reluctance to approach the mother with the reality of the child's unhapiness in school, the group on the whole felt she was not facing up to the issue, but as she continued to explore the problem most of the group became convinced that her decision to maintain a wholly positive relation with the mother, to let her continue to feel that her son was making progress in school, and to continue to work toward a happier school life for the child was a meaningful, logical, and healthy solution."

We would feel that except in the circumstance where a negative report from school to home would further damage the child an early start needs to be made on the recognition of the existence of problems.

Focus on the Child

When there is some agreement that a problem exists the next step in any parent-teacher conference is a sharing of information about the child. The sharing of information needs to be open and frank. However the pace at which significant information is to be shared is a function of how each perceives the readiness of the other to accept the information. Trust and mutual respect guide the sharing process. Quick action, as illustrated below, can be very gratifying.

> Kindergarten. Day Before Classes Begin. Mrs. C. calls to inform teacher that Bill, Jr. has been fearful, tearful and anxious all summer. She mentions that they have moved into new house in new development and that she has just had a new baby. She anticipates quiet withdrawal. (Because she does not know teacher very well she does not mention two episodes of petty pilfering). Teacher keeps an eye on Bill, Jr. but anticipated difficulties do not develop. Brief telephone conference after several weeks to ease mother's mind.
>
> First Grade. Three days after school begins. Teacher calls mother to report that John seems very fearful, clings to her on playground, is reluctant to go out without teacher present. Teacher asks if there are significant factors she should know about. Mother reports he had a very successful kindergarten experience, but is occasionally fearful of separation. She indicates that she will discuss it further with husband. Mother calls teacher two days later to indicate that she gave John much reassurance about school, asks if teacher can tell him that she or another teacher would always be available. Teacher agrees that this may be a reasonable step. Few days later mother stops in school and teacher reports that all anxiety signs are gone. Child is full participant in program. Both agree that the early, brief exchanges were mutually beneficial.

Hesitancy in sharing information at times can lead to considerable annoyance and difficulty in handling a child. When a child comes to school with a known physical handicap the responsibility rests with the parents to give the school sufficient information in order to cope with emergencies.

> Second Grade. Mrs. Y informs principal that Carl has epilepsy. Principal assumes that child's seizures are under control. Child has a seizure in class with loss of consciousness and voiding of bladder. Principal calls mother and she seems unconcerned. Principal learns medication is being changed, suggesting seizures not under good control. Teachers feel apprehensize for they do not know what to expect.

The detailing of the information should be specific and concrete. It should be accurate. Poorly evaluated information can result in mistrust and poor communication.

> Second Grade. Teacher sent home an arithmetic paper for parents to sign. It contained one problem marked incorrect. No other explanation was sent. Father added up the arithmetic and found that the sum was done correctly. In the conference he learned that the problem had been copied incorrectly. Parent felt teacher to be careless and not sufficiently communicative.

In the following situation first the teachers could not admit to recognizing a problem and the mother was guarded. The conference process and difficulties are illustrated

> Sixth Grade. Mother is concerned because Karen is a poor reader. Teachers at first counter with a denial of problem. Mother points out she has above average ability, (as evidenced in group intelligence and achievement tests) but is slightly below grade level in reading.
>
> Teachers meet with psychologist in a group. They agree she is inclined to day-dream, sometimes makes peculiar mistakes on tests, that her grades have taken a sharp turn downward. Teachers are inclined to see child as "emotionally disturbed."
>
> Psychological tests reveal child has superior ability, but she manifests this best when working by herself. Is not as alert to world around as might be expected. Misses some easy questions while succeeding on more difficult ones. Occasionally misses the point of a problem and does it her way without regard to instructions.
>
> Reading consultant has similar findings. Skills at grade level, but ability to make inferences, judgements, conclusions is poor. In the conference mother is guarded and anticipates a diagnosis of "emotional disturbance.". (Child has suffered some real traumas and younger brother had been in psychological treatment). Mother focuses on question: "Does my daughter need remedial reading?" Conference points up that basic reading skills are present. That weaknesses are in work-study skills, inability to follow directions, in mild withdrawal, in the irregular patterns of her failure rather than total failure.
>
> Mother asks if child "lacks confidence" and this provides an opportunity for both parent and teachers to explore ways in which her confidence can be helped along. Mother enters into discussion more warmly and gives clear example of how Karen sometimes displays lack of common sense. Teachers and psychologist recognize this as part of child's mistakes on easy questions.
>
> The joint effort of the conference is toward understanding the child, her need to be directed toward what is going on around her, using her imagination for confidence building, taking the pressure off her by recognizing that she has learned most skills up to her ability level despite poor application.

Parents can be of help in evaluating academic functioning by being frank about the child's interests, his aspirations, his fears, his liabilities as well as his assets. Parents need to share their own expectations about the child. Often parents say "Oh I just want him to be an average, happy child," but in reality they want deeply and sincerely for him to go to college, to work hard for success and outstanding achievement.

> Fourth Grade. Conference on Harry's "underachievement." Teacher pointed out Harry's "average" ability. Father (graduate engineer) responded that he was only an average student. Teacher clarified concept of average, pointing up fact that the "average college-bound" student is, from the standpoint of intelligence and achievement, at least high average and usually superior in ability. This was a beginning step in focusing the important information towards a realistic assessment by the parents.

Keeping the Conference Problems Focused

All of the information that comes into the conference has to be focused on the understanding of the child. A parent's own personal difficulties may be so pressing that the opportunity to discuss these is seized upon by the parent. While the teacher may be a sympathetic listener the orientation should be kept on the child.

> First Grade. Kathy is very difficult to manage in class. Talks out, is silly, demands much attention, often ignores instruction. Mother in the conference reveals she has as much difficulty managing the child as teacher, in fact, clearly much more. Parent-child relationship is one of much turmoil, open fighting, rejection by mother, rebelliousness on part of child. Teacher is sympathetic, listens, her response to the mother is in such terms as "Well, now I can understand how Kathy feels when she comes to school..we will try to work with her in school..we will try and help her accept some limits in school."
>
> (The teacher recognized that the mother's distress at that point was too great for really fully exploring ways in which they could work together as the mother had limited personal resources. The teacher did help the mother to set up a conference with the principal, and he in turn set up a conference with the consulting psychologist.)

One source of difficulty in maintaining a focused conference is the different views that home and school have of a child. The boy who is quiet and withdrawn in the classroom may be a genuine leader on the playground or in his scout troop or with the neighborhood children. It is not a contradiction to bring this out, but an important source of information. Children do react differently in different situations. A child may appear to be a poor reader in the regular classroom situation, but show beginnings of progress in the one-to-one relationship with a tutor. If the different viewpoints are seen as mutually opposed this brings a sense of opposition into the conference. The following example illustrates how holding tightly to different ideas can prevent working together.

> Fourth Grade. Ken was a fourth grader and seen for a psychological to study the factors related to less than average achievement. Shortly before the conference he broke a school rule, and was unable or unwilling to talk to his teacher when confronted. She sent him home with a note asking his mother to come to school. When he arrived at home he tearfully told his mother his side of the story. Teacher and parent later discussed this amicably. However, in the conference with the principal, consultant and parents the incident was discussed again. The principal (who had witnessed part of the original episode) challenged that the boy would feel as he did. Boy said that he did what he did because he was afraid of some other children. Principal saw him just after when he was laughing. Mother accepted boy's statement that he was afraid. The conference almost ground to a halt because of the insistence of both on holding to their views of the child. It was difficult to have both accept that he might well have been afraid and later laughing out of relief or out of having escaped from the fearful situation.

The problems must be examined from the child's point of view. This is often difficult. Johnny does not bring in his homework. It is later brought out that he does it. Teacher and parent begin to focus on what Johnny is thinking about this. Is he simply forgetful? Is this a way of showing defiance? Does he feel that this work is not good enough to bring to school? Does he think he has learned all he can from the doing of the homework? These are difficult questions to answer, but once asked become a guide for parents and teachers to look at other bits of his behavior so that the picture can be rounded out.

> Sixth Grade. Mike is a boy of superior intelligence, not working up to expectations. Rarely gets work in on time, particularly homework. Interview with the boy reveals that he is very much aware that he should be bringing in his work. Feels guilty about this, but at the same time reveals strong resistance to the pressure being put on him. Wants very much to do it on his own. Is sensible to fact that when he does not work this results in the pressure. Parents agree that while they do not begin to understand why he feels as he does that perhaps the sensible thing to do is attempt to pull back the pressure. Teacher and parents agree to keep in close contact to evaluate changes in his behavior and attempt to bring in additional observations which may clarify the situation.

Focusing on Social and Emotional Adjustment

Social and emotional aspects of a child's school adjustment need to be studied as carefully as his academic behavior. Both parents and teachers need to avoid judgemental and evaluative words.

Words such as "bad," "lazy," "emotionally disturbed" do not tell us anything. In an in-service meeting one teacher described a little girl's lies as involving all the wonderful things her uncles and big brother did. She knew enough about the background of the family to say that the child did not have uncles nor a big brother! Other teachers described some of the other tall tales that the child told. Of course these were lies, but they also revealed a great deal about the child's wishes, needs, and feelings. Exploring the details made it possible to understand the child's insecurity and need for some success experiences of her own.

The shy, withdrawn child, who plays with his things in class and never seems to get his work done is a constantly appearing problem in the classroom. Full understanding of the problem is not always necessary for teacher and parent to make some corrective steps out of a conference.

> Second Grade. Tom never finishes his work. Rarely raises his hand in class. Forgets pencils. Not much interest in school. In a conference mother reveals that in the past she has been impatient with the boy, frequently shouting at him when he makes mistakes at home. She volunteers that she has "probably been too hard on him." She is also over-protective, fearful that something is going to happen to him going to and from school. Highly critical of the school. Teacher primarily listens, feels mother has limited ability to understand boy, but she encourages more "accepting" attitude on part of mother.

> In class teacher encourages boy to come to her frequently to show his progress. When he is to copy material from board (which other children are able to do independently without further encouragement) she has him show her his paper sentence by sentence. She encourages his "needs" for her. He begins to seek approval. Speed increases markedly and underlying ability begins to come to the fore.
>
> (Teacher has correctly guessed that boy is fearful of adults, afraid of criticism, doesn't expect praise, wants to relate but is hesitant).

Not all conferences produce results immediately. Many times they seem of minimal usefulness or non-productive. However, the following history is not unusual in revealing the importance and the impact that concerned work with parents by school personnel can have over a long period of time.

> Fourth Grade. Ken has been a problem since first grade. Extremely restless, distracted, calls out in class, disrupts work. Seen by school psychologist in first grade; emphasis is put on poor attention and need for firm discipline. Second grade seen by psychiatrist; recommendation for psychotherapy made. Parents do not follow through. Third grade teacher confers with mother and helps her to seek another psychological evaluation. Recommendation is for psychotherapy. Parents follow through.
>
> Fourth grade behavior is still extremely disturbing. Much imaginative play, periodic captivation of other children into fantastic games. Ray of hope is seen when Ken suddenly cries in class because he admits not being able to do something other children did. Possible growth toward accepting some of his limitations is seen. Many efforts of school people appear to begin to pay off.

Making Use of the Implications

The collaborative parent-teacher relationship emphasizes a "working-together" but in separate roles. This is particularly clear when both begin to look towards using the information gathered about a child. The implications are not precisely the same for home and school. The insecure child may be encouraged to seek closeness with the teacher, because his means of expressing the insecurity in school has been through "withdrawal." The same child may, at home, be encouraged to have greater freedom in going about the neighborhood, followed up by more interest on his returns by mother (who in the past handled her own insecurity by keeping him close to her). The naive child who lacks interest in events other than those immediately related to himself may need help from both school and home in focusing on the importance of current events. Both may decide that the periodic displays of lack of common-sense are not something to be either ignored or condemned but occasions for carefully pointing out the other relevant facts so that a better judgement could be made.

We have indicated in some of our examples that parents may change their expectations about a child as a result of their understanding; teachers may change the nature of an assignment for an individual child; parents may seek psychotherapy for the child; teachers may recommend retention, etc.

Freedom in Accepting Implications

The collaborative effort brings the information to bear on the problem. A variety of implications and alternative approaches may be discussed, but both parents and teacher must have the freedom to make those decisions relative to plans for the child in keeping with their own understanding of the information and in keeping with their ability to execute a plan.

> Fourth Grade. Sally was a plesant girl, doing poorly in reading and social studies. Parents came to school feeling "something" ought to be done, perhaps--a change in placement (e.g., putting her in a higher group so that she would have more motivation to succeed).
>
> Teacher felt child was already "crushed" by school failure. Conference brought out extremely high expectations parents had for child. She had many extra curricular activities: ice-skating, swimming, piano, chorus, girl scouts, church activities, and horse back riding. It seemed to be a start when parents were able to say that perhaps she was "overworked." Teacher felt that she could get across to Sally that she was making progress, despite her not reaching grade level.

Both parents and teachers may need to scale down their expectations about a child. Teachers may very well wish that Johnny were more mature, that his parents did not indulge him as much as they do, or treat him in such a boyish fashion, but true "understanding" also involves an element of acceptance of the child where he is emotionally and intellectually.

> Fifth Grade. Richard was an immature boy and was so regarded by his parents. He had a younger brother, both were dressed alike and treated alike. Richard had a low tolerance for frustration, gave up easily, frequently did not complete his work and did it sloppily. His ability was at least high average. Near the end of the year the parents wanted very much to retain him in grade feeling that being with younger boys he would be more their emotional level. The principal felt the parents infantilized the child and that he should stay with his peers and be given a chance to "grow up."
>
> Repeated conferences ground to a halt over differences of opinion about the action to be taken around this specific issue. The immediate help which might be given him was not focused on; nor was more information brought to bear.

In a similar situation, a teacher less intent on wanting something for the boy might respond to the parent's description of the son as immature, by saying: "What you have said helps me to understand better. I see now that he is not ready for as much independent work as we would ordinarily expect. It bothers him. I will give him more direction and guidance. When he shows that he can handle that and is making progress with following through on the directions I give him, I will see if we can gradually bring him up to the level of independent work we expect from others." In this way, the teacher uses her role as the teacher to show the parents that one can help the child. It gives some direction to the parents to look at the teacher's ideas as guides for some ideas of their own.

Break up the Stereotype

A stereotype--in its original usage--is a mold for making many similar printing plates without any individual character. It has come to mean a repetition of an idea without thought. Children are often stereotyped as "college-bound," "stupid," "lazy," "imaginative," "independent," "dependent," etc. with little in the way of new supportive evidence or thought being given. Parents can easily come to have stereotyped ideas about a child, and teachers may do so also, particularly if they rely heavily on the passed-on impressions of other teachers. The conference, if approached with an open mind by both can help break up stereotypes. A gathering of information may help a teacher to see the child as more than a source of trouble, but someone who needs sympathy, help, encouragement, or someone who needs firm direction, or someone who needs smaller assignments, easier directions, etc. A sharing of information may help parents to see their child as one needing help and not some kind of "monster" who is only a source of trouble to the family. Any "new look" should be the starting point for a "new approach."

Not a Teacher-Pupil Relationship

Working together in a collaborative relationship involves certain restrictions and these need to be clear. The relationship between parents and teacher is certainly not one of teacher and pupil. For the teacher this means giving up some controls she has in her role as a teacher. The skilled teacher pre-plans her work with the children, both for what she is going to say but also when and how. A teacher should prepare for the conference by making careful observations and coming to some tentative conclusions. However, the sequence of communications can not be controlled as in a classroom.

Non-Supervisory

An important aspect of the collaborative effort is that no supervisory or decision making power should be offered nor taken; neither parent nor teacher tells the other what to do or not to do. When decisions that are mutually satisfactory have been reached as a function of the conference, it is left for each to take his own responsibility. Neither has the authority to follow up or check up on the other. Advice may be sought and given, but in the context of each having full responsibility to accept or reject the advice and suggestions. The difference is that in a supervisory relationship the supervisor has some responsibility to follow through to see if his suggestions are being used. But the supervisor ordinarily carries some decision making power. If he is dissatisfied he can simply dismiss the person being supervised. Such controls do not exist in the parent-teacher relationship. Thus, other supervisory characteristics have no place. When a teacher says "She — the mother — asked me what to do, I told her! And she didn't do it anyway" she is expressing a supervisory attitude. She is saying she expected the mother to follow her advice and she feels justified in being angry when the mother did not. Similarly the mother who says "Tell me what to do — I'll do anything to help — anything" is giving up her own responsibility for her actions, and asking the teacher to take control of the situation. While a simple, direct suggestion may appear to be the easiest thing to make in a conference it is important to keep in mind that a teacher can not always be aware of the limitations to a specific course of action. When he is pressured to follow a course of action the parent may be even more unwilling to discuss the reasons for the reluctance. Most important is that the direct suggestion of the teacher takes away from the parent the opportunity to develop a real sense of adequacy in carrying out the parental role.

The Conference Is Not a Counseling Relationship

Parents rarely seek a counseling relationship with their child's teacher, and yet frequently undertones equivalent to the counseling or psychotherapeutic relationship develop. One parent may complain that the other is too harsh with a child. The shift to focusing on what the impact of this behavior is upon the child brings the conference back to the problem-focus. The teacher may simply accept feelings presented in the conference as a piece of information which helps to understand better the situation the child experiences at home. If a parent persists in bringing in many feelings and attitudes which go beyond the teacher's capacity to respond to and still keep the discussion on the utility of these feelings for understanding the child it may be pertinent to say "I think you are perhaps asking me for some guidance in this matter; perhaps the principal could suggest some resources for you."

The Conference Is Non Judgmental

The teacher may think a parent too strict, too cold, too preoccupied with his own interests to really give a child what he needs, but these are personal judgments, should be recognized as such, and avoided as a basis for the teacher's contribution to the conference. Any remarks about a child's needing more love, or more attention or more security are judgments, they imply strongly that parents are not doing their job and can only lead to anger and rejection of the collaborative effort. If the child responds to attention, to being trusted, to opportunities for independent work it is being very problem-focused to relate these observations to the parents, to make clear that the school views the child as having certain abilities. The view of the school may then encourage the parents to treat the child in a more mature fashion.

The Conference is Not to Evaluate School Policies

Sometimes difficulties arise for a child because certain aspects of the school structure, rules or policies seem to have more of an adverse impact on a particular parent or child. The role of the teacher is not to defend the school policy (over which she has no control nor may she be in full possession of all the facts) but to examine the policy in light of its impact on the child.

> Third Grade. Priscilla was a year behind in her reading; her grade reflected this placement because the marking policy was based on the level of achievement. She had been very conscientious about her work and was beginning to make progress. The parents complained that although they

were satisfied with the report of progress from the teacher, and although effort was made to communicate this to the child, the fact that the grade did not reflect the progress might act as a deterrent to the child's interest and motivation. As an outgrowth of the conference the teacher renewed her efforts to make the child feel that her progress was real.

IV

In summary it is recognized that the parent-teacher conference has in the past been a difficult one for both parents and teachers because of the burdens and responsibilities which underlie the role of parent and teacher. The conference has to be a cooperative and collaborative venture, each brings to the conference his understanding of the child and quest for mutual understanding. The conference has to be a voluntary, non-coercive, non-supervisory relationship in which each seeks to redefine his role with respect to the child. The goals of a conference are to develop a mutual pool of information, evaluating the information together, seeking out new ways of responding to the child at home and in school. Not all of the problems related to a child's difficulties can be handled through a parent-teacher relationship as many of these have their roots in school policies and the attitudes that each adult has. It has been suggested that all information be examined in light of the child's needs.

Competency #12: Skills in identifying and controlling problem behavior in the classroom

Title: Behavior Management Elements

Time: ______________

Date: ______________

BEHAVIOR MANAGEMENT ELEMENTS

Learning theory, or behavior management techniques are used to:

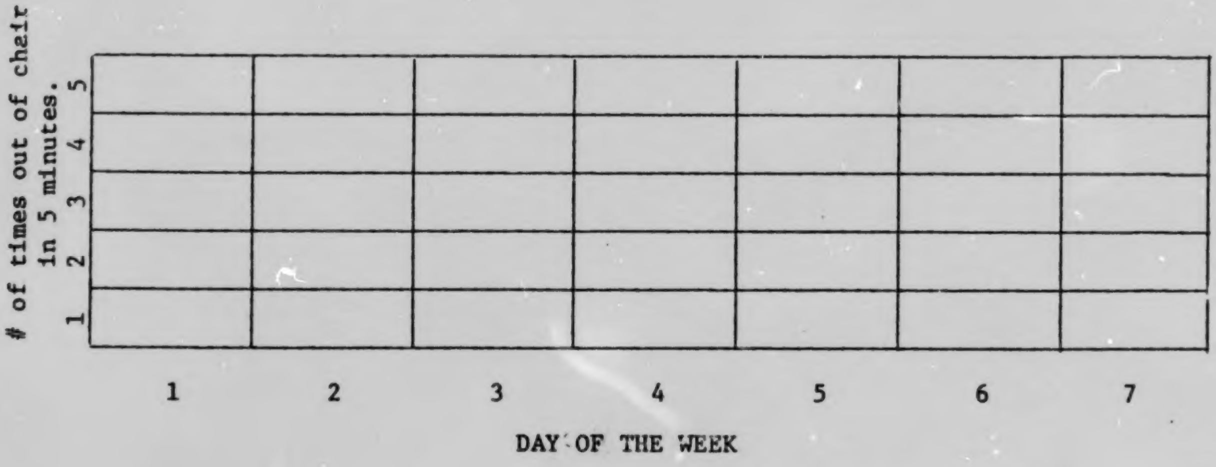
- a) teach new behavior
- b) increase existing appropriate behavior
- c) decrease inappropriate behavior

all of which are determined by the consequences of the behavior, i.e., reinforcement or not.

The major steps in behavior management or implementing a behavior program include:

- a) assessing the behavior that you are concerned with (define, count)
- b) specifying appropriate (and possible) behavioral objectives
- c) planning an intervention program:
  1. positively reinforcing appropriate behavior immediately
  2. not reinforcing inappropriate behavior, ignoring, removal of reward, physical "time out" or removal from situation without lecturing (which may be serving as a reward).
- d) assessing the effectiveness of the program, Charting Progress

Choose the same time every day to either count the behaviors or time the duration whichever is appropriate and chart the results:



Questions:

1. Have I correctly identified the consequences that are maintaining the behavior? Have I really changed the consequences?

2. Are my reinforcers effective for this child (is it something I know they like)?

3. Do my reinforcers immediately follow the behavior?

4. Am I and others being consistent?

5. Am I encouraging alternative appropriate behaviors?

6. Is there a medical problem? (hearing, vision, etc.)

7. Am I requiring more of the student than they are capable of at this time?

APPENDIX D

Parent and Community Materials

CAREER EDUCATION ... Study of Life and Work

Definition

Career Education--The totality of continuing experiences through which one becomes aware of, learns about, prepares for, and enters work as a part of human life. It involves the continuity of individual purposiveness and societal interdependence and must incorporate the spheres of individual, family, school, and community.

Role of Man

1. Individual Role (self identity)
2. Work Role
3. Family Role
4. Avocational Role
5. Organizational Role
6. Community Role
7. Economic Role

Comprehensive Career Education Model

A Career Education Program should be organized around elements for all grades (1-12).

1. Self Awareness--The student will recognize the relationship of his interests, aptitudes and achievements to the realization of his career goals.
2. Career Awareness--The student will understand the variety of occupations in the world of work.
3. Social Awareness--The student will develop interaction skills; an understanding of the relationships between and among groups, individuals and organizations; and recognization of responsibility to self and others when accepting a task or job.
4. Specific Life and Vocational Skills
    a. Values Clarification--The student will come to recognize and articulate the student's values and attitudes.
    b. Decision Making--The student will identify and state personal goals as part of making career decisions; further, the student will learn to make systematic assessments of evidence and render logical decisions.

c. Economic Awareness--The student will understand the relationship between personal economics, life style and occupational roles.

d. Job-Getting Skills--The student will master the skills and information to seek out and secure jobs.

e. Job-Keeping Skills--The student will recognize the implications of working with and without supervision, independently and with others.

f. Beginning Competency--The student will develop the skills required to identify the objectives of a task, specify resources required, outline procedures, perform operations and evaluate the product.

Three Stages of Career Education

A comprehensive Career Education Model should be implemented in three stages:

1) K-6 grades--Career Awareness
2) 7-9 Grades--Career Exploration
3) 10- -- Grades--Career Preparation

CAREER EDUCATION IS CONCERNED WITH THE WHOLE PERSON AND ALL OF LIFE'S ADJUSTMENTS.

PARENT GROUPS: THE FUNCTION OF ORGANIZATION

An Editorial

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It is sometimes difficult to discuss problems and progress of any kind of broad social program from a national perspective. Social progress tends to occur locally, in small increments, rather than nationally in universally perceptible movements that have clear implications. Consequently, there is often not much new to say.

With regard to handicapped children, who are our interest here, there has been growing recognition on the part of parents, professionals, and government agencies that there is a civil rights aspect to the needs of these children for special education, and that they have been denied the same services that many other children are able to take for granted. But it is not easy to translate that recognition into such real services as new classrooms and increased numbers of handicapped children being taught.

When people talking about "rights," they mean two kinds of rights, although they do not usually distinguish them: legal rights, and natural rights. The right of a handicapped child to an education is a natural right. It does not depend upon a particular law in a particular state; it is part of the original contract that makes law possible, for the premise of law is equality. However, in many cities and states, the right of a handicapped child to have equal educational opportunity is not supported by specific legislation. Until very recently most parents had accepted lack of legislation, not as a failure of the system to provide for all its members, but as another indication of the failure of their children to be what the system expected of them. This interpretation has had very serious consequences in at least three ways.

First, having accepted inadequate laws or no laws as "the law," parents of handicapped children took a long time to get to the courts. Once arrived in court, in Pennsylvania, Utah, Alabama, Washington, D.C., and other places, they found not a single judge who would rule against them on the issue of whether their children had a right to an equal educational opportunity. But it took one hundred and twenty years to begin that push for educational rights that Horace Mann found lacking in 1950. Upwards of ten per cent of six generations of Americans have paid the direct costs, and all of us have paid the indirect costs, of that slow start.

Second, in accepting inadequate laws or no laws, parents were in fact consenting to them. They were agreeing, in effect, to a view of their children as having a less than equal right to exist. The implications of that agreement, as they carried over into everyday life, were much worse than the simple failure of the state to provide education.

Third, having given up by default the "right" to educational and other services, parents of various types of handicapped children found themselves competing with one another for the "privilege" of an occasional classroom somewhere. This competition has prevented them from working together in a truly effective coalition that could win for all of their children the benefits of full citizenship in this country.

There has been progress in these areas, to be sure; parents have had great success in court and a good response from certain state legislatures, many of which have enacted legislation for them without waiting for the courts. Certainly parents in organizations, at least, are now aware of the dangers of compromising with any law that suggests that their children are not equal with others. Some parents have even seen the need to form strong, national groups in addition to organizations at the state level; a few parents are beginning to talk of national coalitions, and even international coalitions.

But there has also been a great deal of parochialism and divisiveness among those who speak for handicapped children; such divisiveness has been costly and painful to watch. Most parent groups still want "theirs first," even though the greatest needs of their children are ones that they share in common and cannot fulfill without working together. Even within the same groups, parents have not learned the vital political principle of avoiding the costly in-fighting that subverts them from their real purpose. Many parent groups have gotten very far from parents and from children; and every parent organization suffers from a continual financial crisis that keeps some of its most active members from ever doing more than looking for money.

It is important for parents to belong to local and community organizations. They need the local support of other parents who know the work of special educators and regular educators in their communities, who know which school administrators are competent and sympathetic, who know the steps for getting other kinds of social services, as needed, and who know when other services are necessary.

It is also important for parents to belong to state organizations, because state organizations can be equipped to learn the law and to know which state officials are supportive. State organizations can work with legislatures to develop new bills. They can afford to put out a newsletter to keep parents informed. Operating at the state level, they might find it economical to hold conferences at which parents can hear and talk to professionals, in an exchange of information that is vital to both groups. Finally, since people are very mobile within states, state organizations can help members who may be moving to get in touch with new groups, or to start new groups, if there are none in their areas.

National parent organizations function like state organizations but on a larger scale, though they lose, by the way, the intimate contact that makes many local and state organizations immediately valuable to individual parents. If national organizations had the necessary financial support and membership (which is not presently the case), they could put together a newsletter that every special educator and school administrator would have to read. If they had that support and membership in coalition, they could put together a message that every congressman and social-service bureaucrat would have to read. Even now, on the national level, they can use conferences to introduce and bring together people whose work can help each other. They can use their national platforms to report on the accomplishments of state organizations that have solved special problems and to help finance and coordinate technical assistance programs, where one state has the capacity to assist another.

On the national level, too, it becomes possible to affect public opinion. National organizations and national coalitions can gain access to the media to use them not just to raise money, sometimes at the cost of admitting to lesser status, but also to raise public consciousness. How many television programs presently show handicapped children as children first? How many programs help handicapped children to adjust to society, as in Vision On, which had to be imported from the B.B.C.? How many programs help non-handicapped children to understand handicaps. And how many books do these things? The Bureau of Education for the Handicapped has been trying to effect some changes of this sort, through the child advocacy programs, the "Closer Look" program, and the Education Commission of the States, but the bureau has limited authority in this area and is not really equipped to do the kind of intensive job that needs to be done.

We know from experience that it is hard for any organization to be continually adjusting its priorities and objectives. But that is part of the cost of maintaining a democratic structure that can stay responsive to the needs of its members. We would urge all parent groups not to give up their individual identities and their particular and personal struggles for redress, but to join together in asserting the rights of their children and the rights of all people to be different, to join together in responding to the needs that all handicapped children have in common, to join in creating educational programs to help teach the general public to respond to the humanity and abilities of children, instead of to their disabilities.

It is one thing, of course, to talk of such union and another to create it. History gets few Martin Luther Kings, who can undertake such a job single-handedly. But no matter that the struggle will not be easy; it is a struggle for human rights that goes beyond the interests of any particular child; and it is worth the cost.

PARENT INVOLVEMENT IN CAREER EDUCATION

WHY?

Researchers have discovered some positive indicators of academic achievement, some things that seemed to contribute to success in school. Among these was parental involvement.

The partnership that should exist between home and school can have many facets--and many benefits. Traditionally such groups as Parent-Teacher Associations and Home and School Associations offered support, both financial and moral, to individual schools. Today many parents are beginning to take a more active role in the school system. Some are employed as officeworkers or teacher aides. Others volunteer their services, to help in the classroom, correct papers, or supervise lunchroom or playground activities. Such help lowers the pupil-teacher ratio, thus providing for more individualized attention, and also frees teachers for better planning. Some parents take the cause of the schools to the public forum, campaigning for a seat on the local school board or urging support of a bond referendum.

Whatever type of parental involvement exists, the end result should be furthering the educational opportunities and achievement of the children. This is possible because parents have such an indepth and long-term knowledge of their children--their strengths and weaknesses, their needs, and their problems. The exchange of such information with trained professionals can help educators in planning a better, more relevant, school program.

There is a subsidiary asset of parental involvement, one which deals with the age-old problem of motivation. As children see their own parents more involved in school affairs, they will be encouraged to take a more active interest in school. They will have less opportunity for playing home against school and vice versa.

WHAT?

The involvement of private citizens in all aspects of government is not new; in fact, it is the cornerstone of the democratic system. In education, Title I legislation, handicapped children legislation and state vocational education all require that the viewpoint and input of parents be utilized in the educational program development for their child. It is hoped that the input will include not only their child, but the entire education program.

Adapted from U.S. DHEW Publication No. (OE) 74-07105, Parent Involvement in Title I ESSA.

Goals of Parental Involvement

In general, any form of parental involvement should be an effort to enhance the educational opportunities of children. More specifically, some of the goals of parental involvement are to:

1) Involve the parents and school personnel in a cooperative and sustained system of activities which will increase the educational opportunities of the children both in school and at home.

2) Improve school-home relationships by enabling parents and school personnel to:

    a) Define their relationship to each other;
    b) Define their roles as they pertain to the children in the project; and
    c) Identify family needs and resources, including those of the community, as well as school needs and resources.

3) Provide teachers and administrators with opinions and viewpoints that will lead to a better analysis of the needs of the target population and more relevant program planning.

4) Sustain parental interest through a program of training and consultative services so each group can function to support the other.

5) Provide for a larger experience base in providing specific career education and life skill experiences.

6) Develop the skills needed by school personnel to function effectively in a working relationship with parents and other community members.

Achievement of these goals is impossible without a wholehearted commitment to the concept of parental involvement. An effective partnership between home and school should result in a more relevant school program, greater community support for the schools, and a more comfortable relationship between teachers and parents, school officials, and the community.

Type of Parental Involvement

Some of the ways in which parents have been involved with the schools include PTA's, volunteer work, teacher aides. Such participation is usually informal and, except in the case of such quasi-official groups as the PTA, limited to small numbers of parents.

While all parental involvement efforts are important, informal arrangements, largely because they have no advisory or decisionmaking powers built in, often have uncertain impact. The LEDGERS Project goes a step beyond these informal arrangements. The parental involvement will include the following:

a) PTA
b) Volunteer work within classroom
c) Teacher aides
d) Leisure activities with family
e) Structured visitation to the school
f) Parent identification of program needs and evaluation
g) Parent advisory councils
h) "Teaching" career education notions using school-supplied materials and/or your own job site
i) Involvement in developing the individual educational plan of each child

Parents will not be expected to evaluate their child. A school representative will coordinate the program, and is the person you should contact if you have any questions.

Thank you.

MODIFIED NOMINAL GROUP PROCESS

INSTRUCTIONS FOR CHAIRPERSONS, SMALL TASK GROUPS

(Group of Parents with Handicapped Children
using Parents as Group Leaders)

Please follow the steps listed below in working with your small task group. Time parameters are noted for each step. Please try to keep as close as you can to these suggested times, so that your group will complete its work within the allotted time.

[5 min.] 1. Introduce yourself to your group and have the group members introduce themselves. Read the purpose statement (below) aloud to your group.

> Purpose Statement (READ ALOUD TO YOUR GROUP)
>
> The major purpose of the small task groups session is to bring together parents with exceptional children to discuss and plan for the implementation of appropriate career education programs for handicapped students. More specifically, the objectives for the small task groups are to: (1) delineate program implications of mainstreaming handicapped students; (2) set priorities on those program areas which need to be addressed; and (3) develop statements or plans for action which will need to be carried out in implementing this program.

[7 min.] 2. Pass out a copy of Worksheet #1 to each group member. Have each person write down one program implication that he/she feels to be most important. This should be done silently and independently, with no discussion. To assist the group members, you may want to ask a question such as,

> "What major need do you see for program change or program improvement that will have to be made in order to more effectively serve handicapped students in career education?"

Group members may refer to the discussion of career education and their own experience in writing their statements.

Now list at least four more implications.

[5 min.] 3. After the group has completed writing down statements of program implications, go around the table and ask for one idea (program implication) from one member at a time. Group members may make written notes on each other's statements, but there should be no discussion during this round-robin reporting.

[15 min.] 4. Discussion and/or comment period. Lead the group in a discussion of the program implication statements that have been presented. Clarifying comments, questions, elaborations, etc., are permitted. However, avoid having anyone being put on the defensive about their statement. The aim in this step is to develop an understanding of the program implication statements which have been presented.

[5 min.] 5. After the discussion of the statements of program implications has been completed, have the group place the statements in priority order in terms of their importance, with the most important receiving first priority, the next most important receiving second priority, etc. Priority rating of the statements may be done by voting, concensus or some other approach. The important thing is that the final list should be representative of the group's thinking.

[3 min.] 6. Record the top three priority statements of program implications.

7. Collect all copies of Worksheet #1 from the group.

[3 min.] 8. Pass out a copy of Worksheet #2 to each group member and have them write in at the top of the sheet the statement of program implications which received the highest priority rating (#1).

[5 min.] 9. On Worksheet #2, have each person write down one suggestion of an action step which could be taken to meet the program need or bring about the program change which is identified in the statement of program implications. During this step, the group members should work silently and independently, with no discussion.

[5 min.] 10. After the group has finished writing down suggested action steps, go around the table and ask for one suggestion (action step to be taken) from each member at a time. Group members may make written notes on each other's suggestions, but there should be no discussion during this round-robin reporting.

[15 min.] 11. Discussion and/or comment period. Lead the group in a discussion of the suggested action steps that have been presented. Clarifying comments, questions, elaborations, etc., are permitted. However, avoid having anyone being put on the defensive about their suggestions. Once a suggestion has been stated, treat it as an alternative for the group to consider, not as any one individual's pet strategy. The main thing to achieve in this step is an understanding of the action steps proposed, how effective they might be in meeting the needed program changes, and how realistic they are in terms of implementation.

[5 min.] 12. After the group has completed its discussion of the action steps proposed, have the group adopt one or a combination of two or more of the action steps as a "plan of action" for bringing about the needed program change. The plan of action adopted should be agreed upon by the group through concensus or a similar approach, and represent what the group feels is a realistic and potentially effective strategy for bringing about needed program change.

[3 min.] 13. Record the "plan of action" which addresses the top priority statement of program implications on Group Report Form #2.

14. Collect all copies of Worksheet #2 from the group.

[3 min.] 15. Designate one member of your group (this could be yourself) to report on the results of the group's work to the other participants. In reporting to the large group, you need only to report the information that has been recorded on the two Group Report Forms.

PUBLIC ATTITUDES TOWARD RETARDED CITIZENS

A Gallup Poll commissioned by the President's Committee on Mental Retardation finds that most Americans express accepting attitudes toward their fellow citizens who are retarded, but some fear and lack of confidence persists.

On the positive side, 85 percent would not object to six mildly or moderately retarded persons occupying a home on their block, and 91 percent would not object to having such a person employed where they work. (In the first case, the retarded persons were described as "educated to live in the general community," and in the second as a "trained worker.")

The Committee also found it encouraging that 94 percent of the respondents thought that only some retarded people have to live in institutions, compared to one percent who believed that all do.

It saw as unfavorable the belief reported by 49 percent that most mentally retarded people are not able to support themselves and lead independent lives, and the fact that 14 percent thought there is reason to fear mentally retarded people.

Testing people's knowledge about the causes of retardation, the poll found that 76 percent believed that only some forms of mental retardation are inherited, 21 percent didn't know, and 3 percent said all forms are inherited.

In analyzing the responses, the Gallup Organization noted that the more the concept of special training is introduced, the more are people likely to accept retarded persons as fellow workers. Thus, while 14 percent think there is reason to fear mentally retarded people, only 5 percent would object to working with mildly or moderately retarded people who are trained for the job.

It also points out that although "it is almost universally recognized that institutionalization is not required for all mentally retarded people," only 33 percent think that most mentally retarded people are able to support themselves." The Committee has stated that most retarded adults can, with training, work in competitive employment and lead independent lives.

The Gallup Poll is part of the Committee's research for a report to the President on the national needs in mental retardation through the year 2000. It plans to submit the report in December 1975.

Ralph Ferrara, chairman of the Committee's public awareness work group, said of the poll: "The Gallup findings indicate that efforts by the Committee and others during its eight years of activity have increased public understanding. It points up areas, however, where continued education is needed to create a climate of opinion in which retarded persons can achieve full development."

Programs for the Handicapped, 21 February 1975

SUGGESTED STRATEGIES TO OVERCOME NEGATIVE ATTITUDES

1. PTA presentations on the nature of different handicapping conditions--on what handicapped children can rather than what they cannot do:
2. Get PTA parents involved in changing community attitudes about the handicapped--have this as a target project for the PTA.
3. Have parents (other than parents of handicapped children) take handicapped children on field trips.
4. Have parents visit sheltered workshops.

APPENDIX E

Curricular Materials

Grades 1-6

Emphasis on Awareness and Exploration

ACTIVITY #1

Related Objectives	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#1	All (may have to adapt for hearing and speech impaired EMR, LD's, and emotionally disturbed).	None	1 hr.	Have students describe at least one situation in which they felt each of the emotions.

Directions: Have students use 2 descriptive phrases for each of the following emotions in explaining how they feel: love, anger, fear, guilt, jealousy, grief. Perhaps fit these into a story.

How to Adapt: Present directions visually to non-lip-reading, hearing impaired. Write the emotions on the board one by one so that students may have an added stimulus to spur their thinking. For children who are not able to grasp the meaning of abstract concepts such as guilt, or shades of differences between the two, describe a situation depicting the emotion that the student is likely to identify with rather than engaging in elaborate verbal explanations. Be particularly supportive of emotionally disturbed children who may either tend to withdraw, over-react, or rennet inappropriate to emotional situation. Avoid criticizing, scolding, and nagging, but instead praise a child who is behaving appropriately and be sure to notice and reward all incidences of appropriate behavior in the emotionally disturbed child. Encourage speech impaired students to participate verbally.

ACTIVITY #2

Related	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#1	All (may have to adapt for hearing and speech impaired and emotionally disturbed)	None	1/2 hr.	If the family is not a source of support, check for students' awareness of school personnel who are available for help, such as teachers and counselors.

Directions: Ask students to name two persons they can talk to about their problems. Relate this to some school event or tragedy.

How to Adapt: Present directions visually to non-lip reading,hearing impaired. Encourage speech impaired students to participate verbally, in a supportive and accepting Classroom atmosphere. In many cases, emotionally disturbed children may either have no answer or an inappropriate one, such as my doll, my dog, etc. Do not leave this exercise until such children are aware of 2 persons at school that will be accepting and understanding of their problems.

FIRST GRADE

I. Grade Objective

First graders will become more aware of themselves as individuals and as members of work or task groups through a series of exercises and activities which emphasize interaction and interactive skills.

Activities and objectives for the first grade differ from those specified for other grade levels by virtue of no inclusion of objectives for other subject areas such as reading, English, math, art and so forth. However, like the other grade levels, it is expected that instructors will merge these activities with the daily activities and routine. Likewise, no culminating grade-wide activity is suggested for the first grade.

II. Career Education Objectives

Objectives	Related Activity
A. Self Awareness	
1. By the end of the first grade, students will be able to identify and describe different aspects of emotions.	1, 2
2. By the end of the first grade, students will demonstrate a positive self-evaluation.	3, 4
B. Career Awareness	
3. By the end of the first grade, students will be able to recognize and name 10 different occupations.	5, 6
4. By the end of the first grade, students will recognize the fact that one or both of their parents work, or have worked.	7 8
C. Social Awareness	
5. By the end of the first grade, students will recognize the importance of others to their satisfactory life functioning.	9, 10

6. By the end of the first grade, students will recognize and respect the rights and feelings of others.	11, 12
7. By the end of the first grade, students will recognize and participate in cooperative behavior in work and leisure activities.	13

IV. Specific Skills

Objectives	Related Activity
A. Values Clarification	
8. By the end of the first grade, students will show a positive attitude toward school and teachers.	14, 15
9. By the end of the first grade, students will show an understanding of families and different family units.	16, 17
B. Decision Making	
10. By the end of the first grade, students will understand what a decision is and be able to identify some of their own decisions.	18
C. Economic Awareness	
11. By the end of the first grade, students will demonstrate an understanding of some of the economic components of communities.	19

ACTIVITY #3

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#2	All (may have to adapt for hearing and speech impaired LD's and EMR's).	None	1 hr.	Encourage students to name characteristics other than purely physical ones. They could name likes, dislikes, interests, family composition, etc.

Directions: Have students report to the class two unique qualities about themselves.

How to Adapt: Present directions visually to non-lip-reading hearing impaired. Before beginning the exercise, make sure that students understand the concepts of alike, and different. Do not allow a child to list only negative characteristics, such as a physical impairment as a unique characteristic, expecially if it is perceived as negative. Encourage the child to also think of a positive or neutral unique trait. Encourage speech impaired students to participate verbally in an accepting and supportive classroom atmosphere.

ACTIVITY #4

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#2	All (may have to adapt for sight, hearing, speech, physically impaired, EMR, LD and emotionally disturbed).	"books" (made of notebook and construction papers) magazines, scissors, paste, drawing paper, crayons, pencils.	10 hrs.	Have students share their books with others and tell the class individually how they are like and different from everyone else in the class.

Directions: Have students make a book about themselves called "All About Me." Have them either draw or cut pictures from a magazine showing something that they normally do or have done. It may be a picture of a child going to school, eating, getting into bed, going swimming, playing with a dog, etc. After they have drawn or pasted pictures on pages, then have them write or dictate a descriptive sentence under each picture.

How to Adapt: Present directions visually to non-lip-reading hearing impaired. Physically impaired students may either tear the pages out, draw their own, or form likenesses from some medium that they can manipulate comfortably, such as clay. Visually impaired students may also construct their own figures, sized to a scale they they can see well. If students are not proficient in writing, they may dictate their responses to the teacher or aide who copies them underneath the appropriate pictures. Encourage speech impaired students to participate verbally.

IVITY #5

Related Objectives	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#3	All (may have to adapt for hearing, visually, speech and physically impaired).	magazines, scissors, glue	2 hrs.	Have students show the pictures they have cut out and see if anyone can name the occupation the person is engaged in.

Directions: Have students look through a magazine and cut out pictures of people working and make a collage.

How to Adapt: Present directions visually to non-lip-reading hearing impaired. Physically impaired students may either tear pages out if they are unable to manipulate scissors or draw or construct their own figures using magazine pictures or real life situations, as models. Visually imparied may also construct their own drawings or figures to a scale that they are able to perceive clearly. Describe the pictures other students show to the class in great detail for the visually impaired and have them sit in the front. Encourage speech impaired students to participate verbally.

ACTIVITY #6

Related Objectives	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#3	All (may have to adapt for hearing and speech impaired).	None	2 hrs.	Encourage everyone's participation and stimulate their thinking by asking questions such as "who prepares the food you eat, etc."

Directions: Have students as a group name as many jobs as possible that make it possibile for their school to operate. Invite some of these persons in to meet the class.

How to Adapt: Present directions visually to non-lip-reading hearing impaired. Encourage speech impaired students to participate verbally, in a supportive and accepting classroom atmosphere. Write the names of the jobs identified by students on the board and verbally review then often as the naming process continues for the visually impaired and to stimulate the recall of related occupations.

ACTIVITY #7

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#4	All (may have to adapt for hearing and speech impaired).	None	2 hrs.	See if other class members can describe the job.

__Directions__: Have students name the job(s) their parents are engaged in. Match to pictures from Activity #5.

__How to Adapt__: Present directions visually to non-lip-reading hearing impaired. Encourage speech impaired students to participate verbally, calling on them for responses if they fail to volunteer. Remind students that mothers who do not work outside the home are engaged in a very important job, housework. During the evaluation activity, encourage students to guess the occupations by giving hints such as tools used, where the work occurs, the product produced, etc. Some students' fathers/mothers are unemployed, have them name the last kind of work the parent(s) did. Have the hearing impaired sit near the front, so that if they are not able to hear others' responses, they can hear the teachers repeat.

ACTIVITY #8

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#4	All (may have to adapt for speech, visually and hearing impaired and EMR and LD's).	None (except for possible audio visual aids if the parents bring them to supplement the presentation).	2 days	See how many jobs the students can name after the parents are finished.

__Directions__: Have as many students' parents as possible come into class and describe to the students their job.

__How to Adapt__: Have hearing and visually impaired students sit near the front and prepare parents for the various handicapping conditions in the classroom so that their presentation may be designed for the maximum benefit of all students. After each presentation, review with the class and ask then questions to see if they understood the concepts presented. Encourage speech impaired students to participate verbally, calling on them for responses if they do not volunteer.

TIVITY #9

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#5	All (may have to adapt for visually, hearing, speech and physically impaired and emotionally disturbed).	None	2 hrs.	1. Reward positive interaction and ask students to comment on the adequacy of others friendly behaviors. 2. Have a class discussion on why friendship is important.

Directions: Have children role-play two ways that people make friends.

How to Adapt: Present directions visually to non-lip-reading hearing impaired. Remove obstructions to physical mobility for the physically and visually impaired. Be sure to involve the speech impaired in the role play, encouraging them to use speech as much as possible in an atmosphere of acceptance and support. Reward socially appropriate responses, especially, apt to be missing in emotionally disturbed children. If such children respond inappropriately, instead of scolding, praise another student who behaved appropriately and if the student in question follows suit, be sure to reward him/her.

ACTIVITY #10

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#5	All (may have to adapt for hearing and speech impaired).	None	1 hr.	You may call on each student to report 3, trying to get each student to mention 3 different benefits.

Directions: Have students orally list 3 benefits of friendship.

How to Adapt: Present directions visually to non-lip-reading, hearing impaired and repeat student responses for them. Encourage speech impaired students to participate verbally, using whatever props or pantomimes necessary to get points across. Encourage the class to be supportive and encouraging of these students.

ACTIVITY #11

Related Objective	To Which Handicapping Condition Suitable	Material Needed	Time Required	Evaluation
#6	All (may have to adapt for visually, hearing, speech and physically impaired).	Trash cans, Paper bags	1/2 day	Hold a class discussion on how littering violates the rights of others.

Directions: Hold a classroom and school yard clean-up.

How to Adapt: Present directions visually to non-lip-reading hearing impaired and remove obstructions to physical mobility for the physically and visually impaired. Encourage speech impaired students to participate verbally in a supportive classroom atmosphere. Ask questions of students to see that all students understand the relationship between littering and violation of personal rights.

ACTIVITY #12

Related Objectives	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#6	All (may have to adapt for hearing and speech impaired).	None	1 hr.	Have a class discussion on ways to aviod those behaviors.

Directions: Have the class orally list some behaviors that could hurt others, both physically and emotionally.

How to Adapt: Present directions visually to non-lip-reading hearing impaired and have the hearing impaired sit near the front, so that they may hear other student responses that the teacher repeats. Encourage speech impaired students to participate verbally, using whatever means necessary to get points across.

ACTIVITY #13

Related Objectives	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#7	All	Miscellaneous Materials	1 hr.	Observe children in cooperative situation and reward incidences of cooperative behavior. Offer special incentives for cooperation and ignore non-cooperative or negative behavior.

Directions: Arrange situations where children are compelled to cooperate with each other. Such situations [illegible]ght include operating equipment that requires two or more children, team play in something such as [illegible] tug-of-war or spelling bee and coordinated house-keeping responsibilities for the room.

ACTIVITY #14

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#8	All (may have to adapt for speech and hearing impaired).	None	4 hrs/wk	Have class report parents' reactions to the notes sent home, and their feelings about parents' reactions.

Directions: Send notes home to parents via students weekly, about positive characteristics the child showed that week. Make only positive comments.

How to Adapt: Have the hearing impaired sit near the front so that they may hear other students' responses repeated by the teacher. Encourage speech impaired students to participate verbally using whatever means necessary to get points across.

ACTIVITY #15

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#8	All (may have to adapt for speech and hearing impaired).		15 min/day	Have a class discussion on what the world would be like with no schools.

Directions: Have students at the end of each day, list orally, the good experiences that he/she had that day at school.

How to Adapt: Present directions visually to non-lip-reading hearing impaired, and have them sit near the front so that they may hear the teacher repeat other student responses. Encourage speech impaired students to participate verbally in a warm and supportive classroom environment.

ACTIVITY #16

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#9	All (may have to adapt for hearing and speech impaired).	None	1 hr.	Have a class discussion on the importance of relatives.

Directions: Have students name as many people as they can, who are kin to them and identify the kinship.

How to Adapt: Present directions visually to non-lip-reading, hearing impaired, and have them sit near the front so that they may hear the teacher repeat and review other student responses. Be sure that everyone understands the concept of kinship and relatives before beginning this exercise. Encourage speech impaired to participate verbally, using whatever props necessary to convey concepts.

ACTIVITY #17

Related Objectives	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#9	All (may have to adapt for speech, hearing, visually and physically impaired).	pencils, paper, crayons, photographs, paste/tape scissors	10 hrs.	1. See if students can respond correctly to flash cards of the different kinships. 2. Have students describe their relatives to the class.

Directions: Have children make a scrapbook of their family either with drawings or photographs, labeling each picture with names and kin.

How to Adapt: Present directions visually to non-lip-reading, hearing impaired, and have them sit near the front. Have visually imparied students either use large crayons, paper and pencils in constructing their drawings to a scale that they can view properly or have them form likenesses from another medium, such as clay. If photographs are not available, physically impaired students may also form likenesses from a medium that they are able to manipulate. If students are not proficient at writing, have them dictate names and kinship labels to the teacher or aide. Encourage speech impaired students to participate verbally.

ACTIVITY #18

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#10	All (may have to adapt for hearing, visually, physically, and speech impaired).	None (students can use material already available in the classroom)	45 min.	Have a class discussion on why each student chose to engage in the activity that he/she did, rather than some other activity.

Directions: Following a discussion of what a decision is and the different kinds of decisions we make, allow students to decide what they, individually, will do with 15 minutes of free time in the classroom.

How to Adapt: Present directions visually to non-lip-reading, hearing impaired, and have them sit near the front so that they may hear the teacher repeat and review others' responses. Remove obstructions to physical mobility for the physically and visually impaired. Encourage speech impaired students to participate verbally, in a warm, supportive classroom atmosphere, using whatever props necessary to get concepts across.

ACTIVITY #19

Related Objectives	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#11	All (may have to adapt for hearing and speech impaired).	None	1 hr.	Ask students to tell where they get things that their family now uses and which of these things are made in the community.

Directions: Have children pretend that they are members of a family that has to produce everything it uses. Ask, "How would your life be different? Would you have as many different kinds of things as you have now?"

How to Adapt: Present directions visually to non-lip-reading, hearing impaired, and have them sit near the front so that they may hear the teacher repeat and reveiw the responses of others. Encourage speech in a warm and supportive classroom atmosphere using whatever props necessary to convey concepts.

SECOND GRADE

I. Grade Objective

Second graders will become more aware of occupations in the communications and media cluster through a series of curricular exercises which utilize interviews, field trips, role playing and reports. The culminating activity of the unit is the publication of a class newspaper.

II. Subject Area Objectives

A. Reading

1. At the conclusion of the unit on the newspaper, 70% of the second grade students will be able to recognize and distinguish between long and short vowel sounds with at least 70% accuracy. They will show this by marking the vowel long, or short, as words are studied pertaining to the newspaper.
2. At the conclusion of the unit 70% of the second grade students with at least 70% accuracy will be able to identify vocabulary words which have prefixes and suffixes and be able to distinguish between the two. (Examples: reporter and advertisement)
3. At the conclusion of the unit 70% of the second grade students with at least 75% accuracy will be able to choose the one syllable and two syllable words from the vocabulary list pertaining to the newspaper, and be able to distinguish between them. (Examples: write one-syllable words and write two-syllable words)
4. After returning from a field trip to a newspaper office each student will be able to answer, with at least 75% accuracy, questions concerning jobs related to newspapers.
5. At the conclusion of the unit, 80% of the second grade students will be able to define at least 8 out of 10 vocabulary words about the newspaper on a teacher-devised test.

B. English

1. At the conclusion of the unit, 80% of the second grade class with at least 85% accuracy will be able to write a news article for the class newspaper.

2. At the conclusion of the unit 80% of the second grade class, with at least 85% accuracy, will be able to help compose questions for the interviews.

3. At the conclusion of the unit, 80% of the second grade class with at least 80% accuracy will be able to write a thank-you letter to the newspaper office for the field trip and to the resource persons for their interviews.

4. At the conclusion of the unit, 80% of the second grade class with at least 80% accuracy will discuss and decide on a title for the class newspaper.

C. Spelling

1. At the conclusion of the unit, 90% of the second grade class will make a score of 80% or better on a spelling test containing words related to the newspaper.

D. Math

1. At the conclusion of the unit the second grade class, with at least 85% accuracy, will be able to measure the length of newspaper articles, fit them onto the newspaper pages and count the number of pages in the newspaper.

E. Art

1. At the conclusion of the unit 90% of the second grade class will be able to illustrate advertisements for their class newspaper.

2. At the conclusion of the unit 90% of the second grade class will be able to make posters advertising when the newspaper will go on sale.

III. Career Education Objectives

A. Self Awareness	Related Activity
1. By the end of the second grade, students will be able to give examples of individual differences, such as telling how different they are from their classmates and identifying their individual interests.	1,2
2. By the end of the second grade, students will be able to summarize their abilities, limitations and ways in which they have progressed.	3,4

B. Career Awareness	Related Activity
3. By the end of the second grade, students will be able to describe, in their own words, three occupations and three skills related to each occupation.	5,8
4. By the end of the second grade, students will be able to tell how school work is important to life roles within the community.	6,7,9,10
C. Social Awareness	
5. By the end of the second grade, students will be able to explain how good manners are important both on the job and in social relationships.	11,12
6. By the end of the second grade, students will demonstrate ability to meet people, make introductions, and chat with them.	13,14
7. By the end of the second grade, students will witness a development of their interaction and attentiveness skills.	15,16,17

D. Specific Skills

Objectives	Related Activity
Values Clarification	
8. By the end of the second grade, students will be able to list three necessary tasks which both school and home workers perform.	18,19
9. By the end of the second grade, students will tell why there is dignity and worth in all types of work.	20,21
Decision-Making	
10. By the end of the second grade, students will be able to apply decision-making skills to simulated classroom problems.	22,23
Economic Awareness	
11. By the end of the second grade, students will demonstrate knowledge of the barter system by being able to exchange one item for another.	24,25

	Related Activity
12. By the end of the second grade, students will demonstrate the ability to exchange money for goods received.	26,27,28

E. Culminating Activities

Objectives	Related Activity
13. By the end of the second grade, students will be able to publish a class newspaper.	29(a), 29(b), 29(c), 29(d), 29(e), 29(f), 29(g)

ACTIVITY #1

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
# 1	All (may have to adapt for visually, speech and physically impaired, LD, and EMR students)	Pencils paper	1 hr.	Have students write short sentences showing their opinions of themselves....or relate verbally or respond to various sketches or pictures presented by the teacher.

Directions: Have students draw a picture of themselves as they think they appear to others. Impart directions to non-lip-reading hearing impaired visually and have them and visually impaired sit in a front seat.

How to Adapt: Have students who are not able to draw a picture because of some impairment to describe verbally how they think they appear to others or form a likeness of themselves from clay or make a "potato-person." Have these students report the evaluation exercise verbally. Encourage the verbal participation of speech impaired using pantomime, props, etc.

ACTIVITY #2

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
# 1	All (may have to adapt for visually impaired, hearing impaired, and speech impaired)	None	½ hr.	Have students recite two ways in which they are different from everyone else and two ways they are like everyone else.

Directions: Have students look at each other and describe likenesses and differences.

How to Adapt: Present directions to non-lip-reading hearing impaired visually, and have them and visually impaired sit on a front seat. Have visually impaired students touch each other rather than look at each other in identifying similarities and differences. For speech impaired students and hearing impaired students with speech difficulties, have them point to similarities and differences. Be particularly supportive of those individuals with obvious physical handicaps apt to be identified by students as differences. To make directions for hearing impaired students understood, encourage students to watch the teacher's lips and use pantomime and modeling to convey concepts. Also, make sure that all students understand the concepts of alike and different before introducing the activity.

ACTIVITY #3

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
# 2	All (may have to adapt for visually, hearing and speech impaired)	Pencils paper	½ hr.	Have students report verbally ways they have grown, progressed or improved during the year.

Directions: Have students compile a list of things they used to be afraid of but now understand...discuss.
How to Adapt: Read directions to visually impaired and have them relate the list verbally. Do the same for other impaired students who are not able to write. Impart directions to non-lip-reading hearing impaired visually and have them and visually impaired sit on a front seat. Have severely speech impaired students submit their evaluation reports in written form if it is not possible for them to speak in class.

ACTIVITY #4

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
# 2	All (may have to adapt for speech impaired, LD and EMR students)	Paper paste paper-clips (or hole punchers & string to bind pages together)	1 hr./wk. (4 weeks)	1-Have students summarize orally some of their abilities and limitations. 2-Have students list two ways they can function effectively on a day-to-day basis.

Directions: Have students make an "All-About-Me" album containing a collection of their works to help in their appraisal of their abilities.
How to Adapt: Present directions to non-lip-reading hearing impaired visually and have them and the visually impaired sit in a front seat. For speech impaired students, consider having them either submit their report in writing and pass it around for the class to see or have some other student read the report. If student is not too severely impaired, have him/her speak slowly and distinctly, giving him/her much reinforcement and praise. Encourage the student to use physical movements and actions to get the points across. Also, encourage the class to be receptive.

ACTIVITY #5

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
# 3	All (may have to adapt for visually and physically impaired, LD and EMR students)	Paper pencils crayons	½-1 day	Have students list three jobs in their community and three skills needed in these jobs.

Directions: Have students construct a mural depicting three jobs in their community (newspaper & magazine pictures)
How to Adapt: Present directions visually to non-lip-reading hearing impaired students and have them and the visually impaired sit in a front seat. Have classmates of visually and/or physically impaired students draw murals for impaired students taking directions from the impaired students as to content and colors they wish in their murals. Do the same for the evaluation exercise or have impaired students present their lists orally.

ACTIVITY #6

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#4	All (may have to adapt for visually, physically and speech impaired)	Paper pencils	1½ hrs.- over a week	Have students explain orally how school subjects are important to life roles.

Directions: Have students keep a log, with parents' (siblings') help, showing how school-related skills are useful in performing household chores.
How to Adapt: Present directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Have visually and physically impaired students either (1) record their log on tape or (2) dictate their log to classmates who can record it in written form. Have speech impaired students submit written reports or, if possible, present their report orally with the help of props, visual aids, and slow, distinct speech in an atmosphere of warmth, acceptance and encouragement.

ACTIVITY #7

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#4	All (may have to adapt for visually, physically, hearing and speech impaired)	Construction paper or chart board and pencils	Variable Across 2 weeks	Have an open discussion on how skills learned in school are important in everyday living.

__Directions__: Have students construct a chart and mark down each time they use a math skill (or some other school-taught skill) during the day.
__How to Adapt__: Present visual instructions to hearing impaired if they do not lip-read and have them and the visually impaired sit in a front seat. For visually and/or physically impaired, provide construction paper or chart board marked off with tape and have them either place a gummed star or pencil mark in the recording boxes. Encourage speech impaired students to volunteer and participate in class discussions and reward each attempt. Encourage the use of props and body language until such time that speech becomes understandable.

ACTIVITY #8

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#3	All (may have to adapt for visually and physically impaired and LD and EMR students)	Paper pencils	1 hr.	Have students name six occupations available in their community.

__Directions__: Have students compile a list of occupations available in their community.
__How to Adapt__: Present directions to non-lip-reading hearing impaired students visually and have them and the visually impaired sit in a front seat. Have impaired students present their lists orally in class, on tape, or dictate to a classmate. Have speech impaired students present their evaluation activity in written form if speaking in class is not possible.

ACTIVITY #9

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#4	All (may have to adapt for speech, and hearing impaired)	None	1 hr.	Have students report orally in class on an occupation and related skills.

Directions: Have students choose an occupation and tell what skills they think would be necessary to the occupation. Use pictures of people at work for assistance.
How to Adapt: Present instructions to hearing impaired students in written form if they do not lip-read and have them and visually impaired sit in a front seat. Have speech impaired students present their evaluation exercise in written form but preferably, encourage them to speak in class using needed props until concepts can be conveyed without them.

ACTIVITY #10

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#4	All (may have to adapt for visually, hearing, and/or speech impaired, LD and EMR students)	Paper	½ hr.	1. Have students list one occupation and tell what skills taught in school are necessary in that occupation. 2. Have an open discussion on why skills learned in school are important.

Directions: Have class discussion of why school subjects are important to life roles or occupations.
How to Adapt: Present instructions to hearing impaired students visually if they do not lip-read and have them and visually impaired sit in a front seat. For students who cannot write, have them record their responses on tape or dictate to classmates. Encourage speech impaired students to participate orally but, when not possible, have a written evaluation exercise.

ACTIVITY #11

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#5	All (may have to adapt for all handicapping conditions)	None	Variable	Observe students working as teams.

Directions: Have students work in pairs to do classroom chores.
How to Adapt: Pair all impaired children with unimpaired ones.
For the hearing impaired, present directions in written form if they do not lip-read and have them and visually impaired sit in a front seat. For slow students, such as LD and EMR's, encourage patience and cooperation between team members, which includes having each pair do one thing at a time and completing one task successfully together before moving on to another one. Encourage speech impaired students to communicate with their partners verbally regardless of whether they can be understood. For visually and physically impaired, make sure furniture and equipment is arranged so that there are as few barriers to mobility as possible. Encourage these students to do as much for themselves as they can without relying too heavily on their partners. Since emotionally disturbed children may have trouble relating to others, establish clear rules for them and reward frequently incidences of cooperation. Encourage these students to complete one task successfully before moving on.

ACTIVITY # 12

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
# 5	All (may have to adapt for visually, physically and speech and hearing impaired)	None	Variable	Observe the degree to which students seem to be trying to do their part in making the team effort a success.

Directions: Have students participate in a relay race to show the need for each participant's thorough involvement.
How to Adapt: Present directions to non-lip-reading hearing impaired visually and have them and the visually impaired sit in a front seat. For visually and physically handicapped students, instead of running, arrange a table relay race where students, working as teams and sitting at tables, pass an object from person to person, using different parts of the body such as hands, mouth, and feet. Verbal messages may also be passed, the winner being the team to pass the message correctly to the end of the line in the shortest amount of time. Speech and hearing impaired students may have trouble with verbal messages, so passing written messages may be a reasonable alternative.

ACTIVITY # 13

Related Objective	To Which Handicapping Condition	Materials Needed	Time Required	Evaluation
#6	All (may have to adapt for visually, hearing and speech impaired)	None	½ hr.	Observe students performing introductions

Directions: Have students take turns introducing each other to other classmates.
How to Adapt: Have hearing and visually impaired students sit in a front seat. Have students tell severely visually impaired students who they are first if visual recognition is a problem. For hearing impaired students, present directions visually and have the student write the introduction on paper to the classmates he/she wishes to introduce. Do the same for severely speech impaired students, however, encourage those who can to communicate verbally even though they may not be fully understood.

ACTIVITY # 14

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#6	All (may have to adapt for speech and hearing impaired)	None	½ hr.	Have students volunteer their responses in open class discussion.

Directions: Have students volunteer sentences that can be used to offer help or inquire if help is needed.
How to Adapt: Present directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Encourage speech impaired students to volunteer responses but if not possible, arrange for him/her to present responses in writing on the board. Write other students' responses on the board so that hearing impaired students will know what others are saying.

SYSTEM SCIENCES, INC.

E-Grade 2-12

ACTIVITY # 15

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
# 7	All	None	1 hr./each	Reward positive and ignore negative interaction. Suggest cooperative activities for those non-interactive children.

Directions: Arrange situations where children must interact. Reward incidences of positive interaction and ignore negative behaviors. Activities should focus on play-like activities such as acting out a play or drama where children are assigned different roles or a game that requires interaction.

How to Adapt: Similar to other activities in this section, and even more geared to individual differences.

ACTIVITY # 16

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
# 7	All	None	½ hr./each	Observe and reward successful incidences of paying attention. Ignore children who do not pay attention while at the same time reinforcing children who do pay attention.

Directions: Conduct one or more play activities in which children must listen to, understand and follow directions in order to successfully participate. Games might include: (a) "Simon Says" with behaviors increasingly complex to encourage listening; or (b) a "treasure hunt" with a series of clues or directions to follow. Discuss ideas of concentration and attention.

How to Adapt: Similar to other activities in this section using visual signs and abbreviated directions.

ACTIVITY # 17

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
# 7	All	None	½ hr.	Observe and reward successful incidences of paying attention. Ignore children who do not pay attention while at the same time reinforcing children who do pay attention.

Directions: Encourage group or family participation in "concentration exercises" such as (a) have child sit and do breathing exercises for at least 1 minute each night for a week; and/or (b) have child focus on a colorful geometric pattern (or play with a geometric form with eyes shut) for at least 1 minute while thinking of nothing else. Discuss ideas of concentration and attention.

ACTIVITY # 18

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
# 8	All (may have to adapt for hearing and speech impaired)	None	2 hrs.	Have students describe three tasks that are performed at home and why they are important.

Directions: Have students perform a selected task at home (with parents' help) and give a verbal report at the end of the week.

How to Adapt: Present instructions to hearing impaired students who do not lip-read visually and have them and the visually impaired sit in a front seat. For the evaluation exercise, write student responses on the board so that hearing impaired students may follow along. Encourage speech impaired students to present their responses verbally, but if not possible, have them write them on the board.

ACTIVITY # 19

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
# 8	All (may have to adapt for speech, hearing, visually and physically impaired)	None	1 hr.	Have students play the roles of school and home workers.

Directions: Have students interview their school workers and family members about their jobs. How to Adapt: Present directions visually to non-lip-reading hearing impaired and have them and visually impaired sit in a front seat. If students are too severely speech impaired to communicate verbally, have them present the person with written questions. Hearing impaired students may ask for responses in writing. Make sure that the way to and the actual place where the interview is to take place is free of obstructions for the visually and physically handicapped.

ACTIVITY # 20

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
# 9	All (may have to adapt for visually, hearing, and physically impaired students)	Colored construction paper, scissors, paste, crayons, pencils, thumb tacks	½ day	Have students list three necessary tasks that school and home workers perform.

Directions: Have students make a bulletin board showing occupations in their school and home. How to Adapt: Present directions visually to hearing impaired students who do not lip-read and have them and visually impaired sit in a front seat. Have other class members tell the visually impaired what is needed for the bulletin board and have classmates assist him/her with the construction. Have physically impaired students who cannot perform fine motor movements with hands perform tasks in which such movements are not required. These students might also have classmates construct their part of the project by giving the classmates specific instructions as to shape, size, color, etc. Have visually and physically impaired students who cannot write, tape record their evaluation exercise or present it orally to the class.

ACTIVITY # 21

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
# 9	All (may have to adapt for speech and hearing impaired)	None	1 hr.	Have students relate incidences where they have seen what happens when someone did his/her job poorly.

Directions: Have students tell what happens when one worker does a poor or inefficient job.
How to Adapt: Have speech impaired students pantomime role-play or use other aids to get concepts across. Do not, however, allow the child to always depend on the written word if vocalization and mobility are possible. Give instructions in visual form to hearing impaired students who do not read lips. Have them and the visually impaired sit in a front seat. Write other class members' responses on the board so that hearing impaired students may follow along more easily.

ACTIVITY # 22

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
# 10	All (may have to adapt for hearing and speech impaired)	None	½ hr.	Have students discuss various classroom problems and how to solve them.

Directions: Have students state a problem relative to discipline and discuss methods of solving the problem.
How to Adapt: Present instructions visually to hearing impaired students who do not lip-read, and have them and the visually impaired sit in a front seat. Write student responses on the board during class discussions. Have speech impaired students communicate verbally whenever possible, otherwise, have them write responses, use pantomimes and other props to communicate.

ACTIVITY # 23

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
# 10	All (may have to adapt for visually, hearing, physically, and speech impaired)	Paper, pencils	½ day	Have students discuss the results of their survey.

Directions: Have students conduct a survey of opinions on alternatives to "paddling".
How to Adapt: Have hearing and visually impaired students sit in a front seat. Arrange interview situation so that the physical setting includes no barriers to mobility. Also, have the interviewees meet students, particularly the visually and physically handicapped, in some pre-arranged location. Deliver instructions visually for hearing impaired who do not lip-read and have their interviewer respond in writing. Speech impaired students may discuss the survey by writing comments on the board, using pantomimes, role-plays, etc.

ACTIVITY # 24

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
# 11	All (may have to adapt for LD, EMR, visually, speech and hearing impaired and physically handicapped)	Construction paper or chart board, crayons, pencils	½ day	Have students explain verbally what the chart shows.

Directions: Have students construct a chart showing how the barter exchange system was started and some of the items used.
How to Adapt: Have hearing and visually impaired students sit in a front seat. For LD and EMR students, make sure the concept of barter is understood before the chart is begun. You may wish to simulate a barter system in class before this activity is undertaken to provide concrete experience before abstract concepts are introduced. For visually impaired, provide tape instead of crayons for blocking off the chart, and have them paste actual items on the chart rather than drawing them. Provide large, raised letters for these students to paste on as their title rather than writing or printing it. Present instructions visually for hearing impaired if they are unable to lip-read and write student comments on the board during class discussion. Have speech impaired students speak in class if possible but if not, have them perform the evaluation activity in writing or use props, pantomimes, etc. Have physically handicapped students who cannot manipulate crayons well either: 1) prepare their chart the same way as the visually impaired or 2) give another student instructions as to how to construct theirs for them.

ACTIVITY # 25

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
# 11	All (may have to adapt for hearing and visually impaired)	Tables	½ day	Observe students' efficiency in using barter in role playing.

Directions: Have students bring in articles to use as barter in a simulated trading post in the classroom.
How to Adapt: Convey visual instructions to hearing impaired students who do not lip-read and have them and visually impaired sit in a front seat. Allow visually handicapped students to touch and examine all the articles carefully.

ACTIVITY # 26

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
# 12	All (may have to adapt for visually, speech, hearing and physically impaired)	Construction paper, scissors, pencils	2 hrs.	1. Have students name each denomination of money from 1¢ to $5.00. 2. Have class discussion on how society uses money.

Directions: Have students use construction paper to make coins and currency from 1¢ to $5.00.
How to Adapt: Present visually impaired students with actual coins of the denominations listed above and have them make coins from clay and tear paper the size of actual bills. Have raised numbers that they may paste onto the bills to signify denomination. Present visual instructions to non-lip-reading, hearing impaired students and have them and the visually impaired sit in a front seat. Present physically impaired students with an actual array of coins and bills and have them choose the appropriate piece when given the instruction to do so by the teacher. For the evaluation activity, have visually impaired students identify the appropriate piece by touch. Have the speech impaired subject point to the correct piece upon command and then pronounce the name of the piece. In class discussions, write student comments on the board for hearing impaired. Encourage speech impaired to participate and have them point to objects in the classroom or act out ways society uses money.

ACTIVITY # 27

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
# 12	All (may have to adapt for visually, hearing and physically impaired)	Money	½ day	Observe students' efficiency in using the money exchange system in role-playing.

Directions: Have students use real currency to purchase items from a store which will be simulated in the classroom.

How to Adapt: Present visual instructions to non-lip-reading hearing impaired students and have them and visually impaired sit in a front seat. Make sure the physical arrangement of the classroom allows for the safety and ease and mobility of the visually and physically impaired. Allow visually impaired students to identify monetary denominations and items by touch.

ACTIVITY # 28

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
# 12	All (may have to adapt for visually, hearing, speech, and physically impaired)	Transportation to grocery store	1 hr.	Have students name at least three advantages of the money exchange system versus the barter system.

Directions: Have students accompany parents, relatives or classmates'parents/relatives shopping to watch how food stamps are exchanged for food.

How to Adapt: Present visual directions to non-lip-reading speech impaired students and have them and visually impaired sit in a front seat. Make sure that proper arrangements are made for the safety and ease of mobility of the hearing, visually and physically impaired. Have adult accompany the visually impaired and explain the transaction that occurred in the grocery store. During the evaluation activity, write student responses on the board for the hearing impaired. Encourage the speech impaired to talk and use whatever props necessary to communicate ideas.

Culminating Activities

ACTIVITY # 29(a) - Publishing a Newspaper

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
# 13	All (may have to be adapted for visually, speech, hearing and physically impaired)	Transportation to newspaper office	1 day	Have class discuss what jobs they saw people performing in the newspaper office.

Directions: Have the class taken on a field trip to a local newspaper office. Involve parents through permission slips stating: purpose of trip, date, time, and place. Parents could also help to provide transportation.
How to Adapt: Present visual directions to the non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Make prior arrangements to insure that transportation and arrangement of the physical plant at the field trip site do not impede the mobility and safety of the visually and physically handicapped. Prepare the hearing impaired for what they are to see either verbally or in written form (depending on which is needed) and have students take notes on what the guide said for the hearing impaired. If the guide is informed beforehand, illustrations and other visual stimuli could be provided. Where possible, allow the visually impaired to touch and examine materials during the tour. During the evaluation exercise, write student comments on the board for hearing impaired and encourage speech impaired to talk or communicate to the class in various ways.

ACTIVITY # 29(b) - Publishing a Newspaper

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
# 13	All (may have to adapt for hearing, visually and physically impaired)	None (use impromptu props in classroom)	½ day	Observe students in role-playing situation.

Directions: Have students role-play various persons working in a newspaper office.
How to Adapt: Impart instructions to non-lip-reading hearing impaired students visually and have them and the visually impaired sit on a front seat. Have classmates give visually impaired students detailed descriptions of the operations performed by the individuals whose role they are playing where needed. Have visually and physically impaired students concentrate on playing the roles of people whose jobs they could realistically fill within the limits of their impairment.

ACTIVITY #29(c) - Publishing a Newspaper

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
# 13	All (may have to adapt for visually, speech, physically and hearing impaired)	None	2 days	Review news story write-ups for grammar and accuracy of information.

Directions: Have students decide on which news items to include in the newspaper and assign interviews and news story write-ups.
How to Adapt: Impart directions to non-lip-reading hearing impaired students visually and have them and visually impaired sit in a front seat. Write student responses on the board for hearing impaired. Encourage speech impaired students to communicate verbally, writing on the board, if necessary. Allow visually and physically impaired to either dictate their write-ups into a tape recorder or to another classmate. Have interviewees respond to the hearing impaired in writing or through some other visual or tactile media.

ACTIVITY # 29(d) - Publishing a Newspaper

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
# 13	All (may have to adapt for visually, physically and hearing impaired)	Paper pencils, rulers	2 days	1. Review ads and announcements for neatness, accuracy, and appropriateness. 2. Have class list the skills necessary in devising ads and announcements.

Directions: Have students devise ads and announcements of school or class events for the newspaper.
How to Adapt: Impart directions to non-lip-reading hearing impaired students visually and have them and visually impaired sit in a front seat. Have the visually and physically impaired impart verbally suggestions and ideas while others do the writing and drawing. They may also use a typewriter if available. Have classmates include the hearing impaired in small group discussions by responding to them through visual media. In class discussions, write students' responses on the board for the hearing impaired and encourage the speech impaired to participate verbally.

ACTIVITY #29(e) - Publishing a Newspaper

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
# 13	All (may have to adapt for visually, hearing, speech and physically impaired	Paper, pencils	1 week	1. Have class discussion on the importance of cooperation in getting a job done through group effort. 2. Review copies for neatness and accuracy.

Directions: Have students edit and print copies of stories, ads and announcements in trial form.
How to Adapt: Impart directions to non-lip-reading hearing impaired visually and have them and the visually impaired sit in a front seat. Have physically impaired students proofread and edit while other students do the writing. Have classmates read the copies to the visually impaired and have them edit orally. Write student responses on the board during class discussions for the hearing impaired. Encourage the speech impaired to participate verbally.

ACTIVITY # 29(f) - Publishing a Newspaper

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
# 13	All (may have to adapt for visually, hearing, physically and speech impaired)	Rulers, paper, pencils	3 days	1. Have students tell the ways they used math in performing their tasks on the newspaper. 2. Inspect for neatness, accuracy and attractiveness.

Directions: Have students measure the lengths of stories, ads and announcements and fit them onto news pages.
How to Adapt: Impart directions to non-lip-reading hearing impaired visually, mark the beginning and end of the article with tape for the visually impaired and have them measure with a ruler with raised numerals. Have non-lip-reading hearing impaired and the visually impaired sit in a front seat. They may also fit the articles onto the news page by marking off boundaries with tape. If physically impaired students are too severely impaired to manipulate rulers and pencils, have other students perform the physical manipulations while the physically impaired read off numbers and make suggestions for arrangement. If class discussion is used for evaluation, write students' responses on the board for the hearing impaired and encourage the speech impaired to participate verbally.

ACTIVITY # 29(g) Publishing a Newspaper

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
# 13	All (may have to adapt for LD, EMR, hearing, visually, speech and physically impaired)	Paper, pencils, scissors, paste	3 days	1. Have a class discussion on how the jobs in a news office contribute to the functioning of society. 2. Inspect finished work for accuracy and neatness.

Directions: Have students as a group: 1) think of a name for the newspaper, make letters for the title, and paste them onto the front page, 2) write headlines for news stories.

How to Adapt: Impart directions to non-lip-reading hearing impaired students visually and have them and the visually impaired sit in a front seat. Encourage LD and EMR students to focus attention on one task at a time and work to completion before moving to another one. As students suggest titles, write them on the board for the hearing impaired. If LD and EMR's have trouble with titles, show them single sentences and ask them to summarize the main point as a headline or title. Move from sentences to paragraphs until, through repetition, an adequate level of proficiency is reached. Have classmates read the articles to the visually handicapped and have them report ideas for headlines/titles verbally. Encourage speech impaired to use verbal communication to the degree possible and to rely less and less on writing to get ideas across in class. Have visually impaired students form letters with tape and/or use the typewriter. Encourage severely physically impaired to use unimpaired body parts to perform various physical operations. They may also be involved by imparting directions or giving suggestions to other students for the various operations. Write student responses on the board for the hearing impaired during class discussions.

THIRD GRADE

I. Grade Objective

The third grade students will become more aware of different sources of information, materials and employment opportunities related to library services and other in-school materials. The culminating activity of this unit will be the construction of a classroom library.

II. Subject Area Objectives

A. Language Arts

At the conclusion of the unit, 75% of the students in the third grade will be able to do the following with 75% accuracy:

1. Increase their reading vocabulary with at least ten new words related to library services;
2. Use the table of contents and/or index of a book selected by the teacher;
3. Locate reference books in the library;
4. Check out a book by themselves for the school library;
5. Help the teacher compile a list of words related to library services. In addition, students will be able to syllabicate, spell, define, and compose sentences using these words;
6. Write a book report or a report related to the library; and
7. Construct a library card.

B. Math

At the conclusion of the unit, 75% of the students in the third grade will be able to do the following with 75% accuracy:

1. Help count and place books on the shelf, as directed by the librarian;
2. Measure the dimensions of a card for the card catalogue;
3. Find books by using call numbers;
4. Figure the dimensions of a book published by the class;
5. Help figure the cost of publishing the book;
6. Help compile a list of uses of numbers in the library; and
7. Make change using the proper denominations of money.

C. Social Studies

At the conclusion of the unit, 75% of the students in the third grade will be able to do the following with 75% accuracy:

1. Role play the part of a librarian helping someone find information in the library.
2. Role play a person seeking specific information in the library.
3. Write letters to leading publishers requesting information regarding the various jobs in the publishing business.

D. Art

At the conclusion of this unit, 75% of the students in the third grade will be able to do the following with 75% accuracy:

1. Illustrate a story they have written or others in their school have written.
2. Help do a mural depicting library personnel doing their jobs cooperatively.

III. Career Education Objectives

Objectives	Related Activities
A. Self Awareness	
1. By the end of the third grade, students will be able to recognize and identify certain tools required in a specific job.	1
2. By the end of the third grade, students will be able to list three things that they think they do well and three things they feel they need help on.	2, 3
B. Career Awareness	
3. By the end of the third grade, students will be able to name 10 different jobs in the community and 10 different jobs in the United States, matching them with appropriate geographic areas.	4, 5, 6
4. By the end of the third grade, students will be able to follow directions in sequential order.	9, 10
5. By the end of the third grade, students will be able to demonstrate the importance of good listening and writing skills as well as punctuality.	7, 8

	Related Activities
C. Social Awareness	
6. By the end of the third grade, students will be able to recognize and identify differences in people.	11, 12
7. By the end of the third grade, students will acquire an increased understanding of the importance of consideration for others.	13, 14
D. Specific Skills	
Values Clarification	
8. By the end of the third grade, students will be able to name 3 community works and list 3 contributions of each.	15, 16
9. By the end of the third grade, students will be able to name 3 ways in which jobs of all community workers are independent.	17, 18
Decision-Making	
10. By the end of the third grade, students will be able to give 3 reasons why they made a particular decision or choice and why they discarded the other alternatives.	19, 20, 21
Economic Awareness	
11. By the end of the third grade, students will be able to recognize the basic monetary units from a penny to $10, as well as understand the idea of equivalence.	22, 23
12. By the end of the third grade, students will be able to read money numerals, analyze and solve problems.	24
E. Culminating Activities	
13. By the end of the third grade, students will be able to establish a classroom library.	25(a),(b) (c),(d) (e),(f) (g),(h)

ACTIVITY #1

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#1	All (may have to adapt for hearing, physically, speech, and visually impaired).	Pencils, paper	3 days	1. Have students present their list in class and tell why they chose those jobs as the most important. 2. Examine reports for neatness and accuracy. 3. Have students recognize and identify certain tools required in specific jobs.

__Directions__: Have class compile jobs in the community which they feel are most important and select one job from the list to do research and write a report on.

__How to Adapt__: Present directions to non-lip-reading hearing impaired students visually and have them sit in a front seat. Have the classmates of the visually impaired read references to him/her if student is not able to read braile or if reference books in braile are not available. These students, as well as the physically impaired, may submit their reports on audio cassettes or in writing by dictating to classmates. The typewriter is also a possibility. Encourage speech impaired to participate in class discussion verbally with less dependence on writing as a substitute for verbal skills.

ACTIVITY #2

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#2	All (may have to adapt for hearing, visually, speech and physically handicapped).	Pencils, paper, crayons	2 hrs.	1. Have students tell how they feel about themselves.

__Directions__: Have students do self-portraits of what they think they look like and act like.

__How to Adapt__: Impart directions to non-lip-reading hearing impaired visually and have them sit in a front seat. Have visually and physically impaired fashion self-portraits either from clay or by making a potatoe person if they are not able to manipulate crayons and pencils. Encourage verbal participation of speech impaired where possible and be particularly positive and supportive of their efforts.

ACTIVITY #3

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#2	All (may have to adapt for hearing, visually and physically impaired).	Paper, pencils, crayons/water colors.	1 day	1. Have students list 5 things they most admire about themselves. 2. Have students list 3 things about themselves they would like to change.

Directions: Have students do a mural depicting themselves performing tasks they think they do best.

How to Adapt: Impart directions to non-lip-reading hearing impaired visually and have them sit in a front seat. Mark boundaries of the mural with tape or some other raised materials so the visually impaired may do some of the painting/coloring that doesn't require detailed or close work. Have the physically impaired participate to the degree possible in the drawing and coloring. If these students are not able to manipulate crayons/brushes, involve them by having them suggest ideas and colors for the composition, paste on figures, etc.

ACTIVITY #4

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#3	All (may have to adapt for hearing, visually, speech and physically impaired).	Transportation to field trip sites	1 week	1. Have students discuss what they saw on the field trip. 2. Have students list as many jobs as possible that they observed during the field trip(s).

Directions: Have students take field trips to as many community facilities as possible -- post office, fire department, police station, radio stations, etc.

How to Adapt: Impart directions to non-lip-reading hearing impaired visually and have them sit on a front seat. Arrange for as many visual aids as possible at the visiting sites beforehand and allow hearing and visually impaired students to touch equipment and materials. Classmates may also take notes on the field trip and share them with the hearing impaired. Check before the field trip to see that there are as few impediments as possible to physical mobility in mode of transportation and at the visiting site for visually and physically impaired. Make sure that impaired students participate in class discussisons of field trips, including the speech impaired. Visually and physically impaired may present their lists verbally. Write student responses on the board for the hearing impaired.

ACTIVITY #5

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#3	All (may have to adapt for hearing, visually, and physically handicapped).	Large map of U.S., paper, pencils, crayons, paste.	2 days	1. Have students list as many local occupations as they can. 2. Have students list as many occupations outside the region as they can.

Directions: Have class make a map of the United States and put pictures of workers peculiar to certain regions on each region of the map.

How to Adapt: Impart directions to non-lip-reading hearing impaired visually and have them sit in a front seat. Provide students with a large model map of the United States using tape as state boundary markers for visually handicapped. Have students then make a map using the model. Print state names on embossed tape and have visually impaired place some of the state names on the appropriate states on the map, and paste pictures in the appropriate regions. Some of the same adaptations may be used for the physically impaired who are unable to perform fine, well-coordinated motor movements. Lists may be done in writing, on a recorder, a typewriter, or dictated to a classmate.

ACTIVITY #6

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#3	All (may have to adapt for hearing, visually, speech and physically impaired).	None	½ day	1. Have students list occupations, 3 within their region and 3 outside and the skills required for each.

Directions: Have class discussion on education/training and skills required for local occupations and occupations outside the region.

How to Adapt: Impart directions to non-lip-reading hearing impaired visually and have them sit in a front seat. Encourage speech impaired students to participate verbally. Have visually and physically impaired make their list verbally, with a typewriter or by dictation to another student.

ACTIVITY #7

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#5	All (may have to adapt for hearing, visually, speech, and physically impaired, and EMR's and LD's).	Paper, pencils	2 days	1. Have students tell what role good listening and writing skills played in doing their report neatly and accurately. 2. Have students present their reports in class and have the other students evaluate them for accuracy and completeness.

Directions: Have resource people from the community come in and talk to the class about their jobs and afterwards, have students write a report based on what they learned from the presentation.

How to Adapt: Present directions visually to non-lip-reading hearing impaired and have them sit in a front seat. Prepare speakers beforehand as to the most effective ways to present their material to best fit the class's needs. Have them bring visual aids, tools of the trade, etc. for the hearing and visually impaired, respectively. Have them explain concepts simply and thoroughly and use attention getting and holding devices for EMR's and LD's. Reports may be done orally or in writing. Encourage speech-impaired to participate in class discussions and write student responses on the board or use an overhead projector for the hearing impaired.

ACTIVITY #8

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#5	All (may have to adapt for hearing, visually and physically impaired).	Pencils, Paper	2 days	Inspect students' letters for grammar, neatness and accuracy.

Directions: Have students write friendly letters, invitation letters and thank-you letters to resource people.

How to Adapt: Present directions visually to non-lip-reading hearing impaired and have them sit on a front seat. Arrange for visually and physically impaired to either dictate, record, or type their letters.

ACTIVITY #9

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#4	All (may have to adapt for hearing, visually, physically, emotionally impaired and EMR and LD's).	Pencils, crossword and scrambled word games.	½ day	Observe students' ability to concentrate on one task at a time and follow directions in sequential order.

Directions: Have students use vocabulary words in scrambled word games and crossword puzzles.

How to Adapt: Present directions visually to non-lip-reading hearing impaired and have them sit in a front seat. Use a scrabble board with raised letter tiles for visually handicapped. Have a classmate read the phrases or letters, as the case may be, to visually impaired students. Also, the puzzle or game could be recorded for these students. Those or a similar method, such as a typewriter, may be used for the physically impaired. Make words and phrases very simple and encourage setting short goals and working toward completion before moving on for EMR's, LD's, and emotionally impaired. Try to make the games/puzzles so simple that everyone succeeds.

ACTIVITY #10

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#4	All (may have to adapt for hearing and visually impaired).	Short story	2 hrs.	Observe the accuracy with which the story was put together.

Directions: Divide a short story into 4 parts and have students put them in sequential order.

How to Adapt: Present directions visually to non-lip-reading hearing impaired and have them sit in a front seat. Record story in parts for the visually impaired or have it typed/presented in raised letters or braile if appropriate.

ACTIVITY #11

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#6	All (may have to adapt for visually, hearing, speech, and physically impaired).	None	1/2 day	Have students list 5 things they have discovered about classmates that are different from themselves.

Directions: Have students note differences in themselves and their classmates by role-playing each other.

How to Adapt: Impart directions to non-lip-reading hearing impaired visually and have them sit in a front seat. Encourage the visually, physically, and speech impaired to improvise in their role-playing, using props, if necessary. Make sure that the classroom area is free of obstructions for the visually and physically impaired as they move around the room during role-plays. Be careful that classmates do not role-play impaired students in a negative or untasteful manner. Emphasize that there are greater differences among individuals than there are between the impaired and normal, as a group. Also, encourage students to recognize and accept their own and others' impairments.

ACTIVITY #12

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#6	All (may have to adapt for hearing, visually, speech, and physically impaired).	Paper, pencils	1/2 day	Have students list 3 students who are most like them and 3 who are least like them.

Directions: Have students 1) interview their classmates to find out their likes and dislikes, 2) list individual differences found among class members.

How to Adapt: Impart directions to non-lip-reading hearing impaired visually and have them sit in a front seat. Be sure that normal and impaired individuals have the opportunity to interact during the interviews by arranging for normal students to interview impaired ones and vice versa. Have students communicate with the hearing impaired through visual media. Have the speech impaired use various means of getting ideas across if it is not possible to rely solely on speech. The visually and physically impaired may make their lists verbally or use dictation or typewriters. Explain that students are to use characteristics other than purely physical ones in determining differences and similarities. Visually impaired students may also touch others to discover what they are like physically.

ACTIVITY #13

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#7	All (but discussions limited by hearing impairment)	None	2 hrs.	Discuss the findings (shows) talking about instances of good and poor behavior.

Directions: After discussing why manners and consideration are important, have children watch TV and note the times the characters use good and bad manners.

How to Adapt: Use adaptive measures similar to other activities in this unit. This exercise is difficult for the visually impaired or blind, but other general adaptations apply.

ACTIVITY #14

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#7	All	None	1 hr.	Observe the degree to which children anticipate consequences of their behavior, their knowledge of specially acceptable behaviors and their ability to identify alternative courses of action.

Directions: Arrange discussions with children of situations involving moral judgments and discuss possible alternatives and consequences. Such discussions might include: (a) You accidently break the living room lamp and are asked by your father how it got broken. What do you say?; (b) While everyone was out of the room, a student stole some money. What should people do?; and (c) Some friends tell you not to speak to the new boy who just moved to the neighborhood. What should you do?

How to Adapt: Use adaptive measures similar to other activities. Special efforts must be taken to involve deaf or hard of hearing students.

ACTIVITY #15

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#8	All (may have to adapt for hearing, speech, visually, and physically impaired).	Transportation to job sites.	1 day	Have students name and describe the jobs of the community workers they interviewed.

Directions: Have students interview various community workers and observe them performing on the job.

How to Adapt: Impart directions to non-lip-reading hearing impaired visually and have them sit in a front seat. In setting up interviews, take precautions to see that transportation and the physical setting of the interview site is free of obstructions for the visually and physically handicapped. Parents could assist in the transportation. Have interviewees communicate with the hearing impaired through visual media. Have interviewees describe the tasks involved with the job and allow students to touch equipment and go through the motions themselves as much as possible. Encourage the speech impaired to communicate verbally as much as possible and to rely on other sensory modalities where necessary.

ACTIVITY #16

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#8	All (may have to adapt for hearing, speech, visually and physically impaired).	None	2 hrs.	1. Have students name 3 community workers 2. Have students list 5 contributions of 3 community workers.

Directions: Have students perform the duties of community workers in role-play situations -- roles will be interchanged.

How to Adapt: Impart directions to non-lip-reading hearing impaired visually and have them sit in a front seat. Make sure that the physical environment is arranged such that there are no impediments to physical mobility for the physically and visually impaired. Encourage speech impaired to use speech as much as possible during the role play. Do not assign roles to students based on their impairment since it is likely that handicapped individuals could occupy most jobs depending on their motivation and the severity of the impairment. If written lists are required, they can either be dictated to another student or typewritten by the impaired students.

ACTIVITY #17

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#9	All (may have to adapt for hearing, visually, speech, and physically impaired).	Paper, pencils, crayons/water colors	1/2 day	Have students name 3 ways in which the jobs of community workers are interdependent.

Directions: Have students do a mural of the community showing various community workers performing their jobs cooperatively.

How to Adapt: Present visual directions to non-lip-reading hearing impaired, and have them sit in a front seat. Mark boundaries of the mural with tape/raised materials so the visually impaired may do some of the painting/coloring that doesn't require detailed or close work. Have the physically impaired participate to the degree possible in the drawing and coloring. If they are not able to manipulate crayons/brushes, involve them by asking them to suggest ideas and colors for the composition, paste on figures, etc.

ACTIVITY #18

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#9	All (may have to adapt for hearing, visually, physically and speech impaired).	Pencils, paper	1/2 day	Have students discuss their stories in class and talk about ways in which community workers depend on each other.

Directions: Have students write stories involving community workers. Dialogue should be emphasized.

How to Adapt: Present directions visually to non-lip-reading hearing impaired, and have them sit in a front seat. Visually and physically impaired may either record their stories, dictate them, or type them. Encourage speech impaired to participate in class discussions verbally, using props if necessary. Project students' stories on an overhead projector/write main points on the board/point to a picture representing what is going on in the stories for the hearing impaired.

ACTIVITY #19

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#10	All (may have to adapt for hearing impaired).	None	2 hrs.	Have students give the reasons why a particular decision or choice was made and why the alternatives were rejected.

Directions: Have students make 3 job choices from the community and compare the skills required, responsibilities and training.

How to Adapt: Present directions visually to non-lip-reading hearing impaired, and have them sit in a front seat. Increase their participation in class discussion by writing student responses on the board.

ACTIVITY #20

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#10	All (may have to adapt for hearing, visually, physically and speech impaired).	Pencils, paper, crayons/water colors, rulers, paste.	1 hr.	Have students tell why they would or would not like the jobs they chose.

Directions: Have students compare their own values to each job chosen in Activity #19 by writing creative stories, making posters or murals.

How to Adapt: Present visual instructions for non-lip-reading hearing impaired, and have them sit in a front seat. Give students a choice as to which of the above tasks they wish to perform. Do not necessarily encourage impaired students to choose a task that best suits their impairment. In fact, those most unsuited might be a better learning experience because it challenges the student to find new ways to adapt. Allow students to find their own creative ways of expressing themselves. Encourage the speech impaired to participate verbally in class discussions, using props when and if necessary.

ACTIVITY #20

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#10	All (may have to adapt for hearing, visually, speech, and physically impaired).	Transportation to field trip site	1/2 day	Have students tell what they liked and disliked about each job they observed.

Directions: Have students visit local businesses and observe the jobs they chose in Activity #19 being performed.

How to Adapt: Present visual directions to non-lip-reading hearing impaired, and have them sit in a front seat. Arrange for as many visual aids as possible at the visiting site beforehand and allow hearing and visually impaired students to touch equipment and materials. Classmates may also take notes on the field trips and share them with the hearing impaired. Check beforehand to see that there are as few impediments as possible to physical mobility in mode of transportation and at the visiting site for visually and physically impaired. Encourage the verbal participation of speech impaired in class discussion. Write student responses on the board for hearing impaired.

ACTIVITY #21

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#11	All (may have to adapt for hearing, visually, speech and physically impaired).	Transportation to bank	1/2 day	Have students discuss the advantages and disadvantages of saving money.

Directions: Take class on a field trip to a bank (and possibly deposit money they saved) and have them observe the operation of the bank.

How to Adapt: Present visual directions to non-lip-reading hearing impaired and have them sit in a front seat. Arrange for as many visual aids as possible beforehand and have the hearing impaired situated next to the speaker. Allow the visually impaired to touch money, materials, and equipment as they are being explained. Make sure there are as few impediments to mobility as possible in both mode of transportation and at the bank. Write student responses on the board during class discussions for the hearing impaired and encourage the verbal participation of the speech impaired.

ACTIVITY #23

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#11	All (may have to adapt for hearing, visually and physically impaired).	Paper, pencils	1 hr.	Observe students' accuracy in keeping records and copying numbers.

Directions: Have students practice writing dollars and cents by using a charge account and/or copying down the prices of items in newspapers and magazines.

How to Adapt: Present visual directions to non-lip-reading hearing impaired and have them sit in a front seat. Simulate a charge account by having students pay the teacher for their lunch, milk, ice cream, etc. and charging all their meals for a week. At the end of the week, they are to calculate how much they owe, retrieve their money from the teacher, and pay their "bills." Present raised numerals for visually impaired to copy and large cut-out numerals for the physically impaired. Have classmates read figures to visually and physically impaired who then find the corresponding numbers from cut-outs or tiles.

ACTIVITY #24

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#12	All (may have to adapt for hearing, visually, physically, and speech impaired).	Various demoninations of coins	1 hr.	Have students tell 3 advantages of being able to count change and 3 disadvantages of not being able to count change.

Directions: Have students recognize coins that are equal in value by purchasing and making change, using real money, if possible.

How to Adapt: Present visual directions to non-lip-reading hearing impaired and have them sit in a front seat. Have students use the cafeteria or school store in making their purchases, counting out the appropriate change. Give the visually impaired practice sessions in identifying coins by touch. Encourage the verbal participation of speech impaired and write student responses on the board for hearing impaired.

Culminating Activities

ACTIVITY #25 (a) Setting up a Classroom Library

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#13	All (may have to adapt for hearing, visually, speech and physically impaired).	Transportation to field trip sites	1/2 day	1. Have class discussion about things learned on the field trip. Have them relate the printing and publishing industry to the finished product in the library. 2. Ask them to name the jobs they saw performed on the field trip.

Directions: Have students take field trips to the library and the newspaper, involving parents through permission slips and transportation to and from field trip sites.

How to Adapt: Present directions to non-lip-reading hearing impaired visually and have them situated near the front of the speaker. Arrange for as many visual aids as possible beforehand and allow all students, where possible, to shelve books, operate the printing press, etc. Classmates may also take notes on field trips and share them with hearing impaired. Check before the field trips to see that there are as few impediments as possible to physical mobility in mode of transportation and at the visiting sites for visually and physically impaired. Make sure that impaired students participate in class discussions of field trips, including the speech impaired. During class discussions, write student responses on the board for hearing impaired.

ACTIVITY #25 (b) Setting Up a Classroom Library

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#13	All (may have to adapt for hearing, visually, speech and physically impaired)	None	1/2 day	Observe students' accuracy in role-plays.

Directions: Have students role-play the librarian and other library workers.

How to Adapt: Impart directions to non-lip-reading hearing impaired visually and have them situated near the speaker(s). Remove all barriers to mobility for visually and physically handicapped. Encourage students, regardless of impairments to play different roles and encourage the speech impaired to verbalize or, if necessary, use other methods for getting ideas across. Have hearing impaired use writing and other forms of communication to receive input from others involved in the role-play.

ACTIVITY #25 (c) Setting Up a Classroom Library

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#13	All (may have to adapt for hearing, visually, speech and physically impaired).	None	2 hrs.	Have students explain how the Dewey Decimal System works.

Directions: Have students go through the school library observing the Dewey Decimal System.

How to Adapt: Present directions visually to non-lip-reading hearing impaired students. Remove barriers to physical mobility for the visually and physically impaired. Provide a detailed verbal description of the system for the visually impaired and have them walk through and physically inspect the different areas as the description is taking place. Prepare a written description for the hearing impaired to follow as the verbal description is occurring. Encourage speech impaired students to present their evaluation activity verbally using whatever props necessary to convey concepts.

ACTIVITY #25 (d) Setting Up a Classroom Library

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#13	All (may have to adapt for hearing, visually, and physically impaired).	Paper, pencils	1 day	Check students' work for accuracy.

Directions: 1) Collect classroom books, magazines, newspapers, films, maps and charts.
2) Copy down their titles/author(s).

How to Adapt: Present directions visually to non-lip-reading hearing impaired. Remove barriers to physical mobility for the visually and physically impaired. Have impaired students who are not able to write read the information for others to copy. Visually and physically impaired students may also type titles and authors if they are not able to write.

ACTIVITY #25(e) Setting Up a Classroom Library

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#13	All (may have to adapt for hearing, visually and physically impaired).	Paper, pencils, rulers	1 day	Check students' work for accuracy.

Directions: Have students make title, author, and borrowers cards.

How to Adapt: Present directions visually to non-lip-reading hearing impaired. Involve the visually impaired to the extent possible by having them either cut and make the cards or copy down the information on the cards as someone reads the information to them. Involve physically impaired students who cannot write by having them read the information to someone making the cards and/or having them cut and make the cards. Physically and visually impaired students may also be able to type the information onto the cards.

ACTIVITY #25(f) Setting Up a Classroom Library

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#13	All (may have to adapt for hearing, speech, visually and physically impaired).	Gummed labels or tape, pencils, marker, paper	1 day	1. Check students' work for accuracy. 2. Have students tell which school-taught skills they employed in this activity.

Directions: Have students make labels for, categorize, and arrange books, etc. in order using the Dewey Decimal System classification.

How to Adapt: Present directions visually to non-lip-reading hearing impaired. Visually impaired students may make book labels with raised letters which will also make it possible for them to arrange the books in order later. Physically impaired students may be involved in the categorizing and arranging phase if they are unable to write or manipulate the tools used for making labels.

ACTIVITY #25 (g) Setting Up a Classroom Library

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#13	All (may have to adapt for hearing and speech impaired).	Pencils, paper	1/2 day	Have students list the decisions made and tell why alternatives were excluded.

Directions: Have students decide how long books are to be loaned, hours, over-due fines, etc.

How to Adapt: Present directions visually to non-lip-reading hearing impaired. Have students in discussion groups speak clearly and distinctly and write on the board or large piece of paper the points under discussion. Encourage the speech and hearing impaired to participate verbally in the group decision-making process using whatever props necessary to get points across. Encourage the group to be encouraging and supportive of impaired students' efforts in participating.

ACTIVITY #25 (h) Setting Up a Classroom Library

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#13	All (may have to be adapted for hearing, visually, speech and physically impaired).	Poster board, crayons/markers, pencils, rulers, etc.	1 day	Have students list the skills involved in making the display and explain what school-taught skills were used in making the display.

Directions: Have students make posters and displays for the library.

How to Adapt: Present directions visually to non-lip-reading hearing impaired. Equip visually and physically impaired students with large pencils and markers, making sure that cutting tools are used only when they can be used with safety. For impaired students who are not able to manipulate writing equipment, have them heavily involved in the planning and design stages of the project, assisting in the construction stage to the degree possible. Those who are not able to make posters or signs because of the detailed work may easily make displays of books and other reading material using classroom props.

FOURTH GRADE

I. Grade Objective

The fourth grade students will become more aware of various occupations in the world of work by studying the visual arts and the job opportunities available in art. Through research, interviews, field trips, role-playing, and classroom art projects they will increase their knowledge in self awareness, social awareness, career awareness, and specific skills.

The focal point of the unit--the element of the unit which can be shared with the total school and community--will be a classroom presentation and a classroom art display consisting of all art media introduced and involved in the classrooms.

II. Subject Area Objectives

A. Language Arts

At the conclusion of the unit on Visual Arts, seventy-five percent (75%) of the fourth grade class will be able to perform the following tasks at a 75% level of proficiency:

1. Spell and pronounce with seventy-five percent (75%) accuracy 20 new words associated with the visual arts;
2. Write or orally present a paragraph expressing their appreciation for their favorite art form;
3. Conduct an interview;
4. Write invitations and letters of appreciation to those persons who were invited into the classroom; and
5. Describe an art form using proper sentence structure, punctuation, and capitalization.

B. Science

At the conclusion of the unit on visual arts, 75% of the fourth grade class will be able to perform the following activities in Science Class:

1. Identify primary and secondary colors;
2. Name careers relating directly to art and involving the field of Science; and

3. Identify colors that contrast and compliment primary colors.

C. Social Studies

At the conclusion of the unit on visual arts, 75% of the fourth grade class will be able to list ways art has influenced people's lives throughout history. Each child should be able to give examples in the following areas:

1. Architecture
2. Religion
3. Transportation
4. Everyday living
5. Dress

D. Art

At the conclusion of the unit on visual arts, 75% of the fourth grade class will be able to identify the following art series:

1. Sculpture
2. Painting
3. Crafts
4. Pottery
5. Sketch
6. Collage

III. Career Education Objectives

Objectives	Related Activities
A. Self Awareness	
1. By the end of the fourth grade, students will be able to recognize at least one area in school in which they excel.	1,2

	Related Activities
2. By the end of the fourth grade, students will be able to indicate examples of individual differences and become more able to accept themselves as they are.	3,4,5
3. By the end of the fourth grade, students will have acquired an improved self concept and a better recognition of personal needs.	6,7
B. Career Awareness	
4. By the end of the fourth grade, students will name two occupations in each cluster and name the similarities of job performance for two occupations in each cluster.	8,9
5. By the end of the fourth grade, students will list their strengths and weaknesses as they and others see them.	10,11
6. By the end of the fourth grade, students, through class activities, will become aware of their weaknesses and differences among their peers.	12
C. Social Awareness	
7. By the end of the fourth grade, students will be able to list several ways--verbal and non-verbal--that persons relate to each other.	13,14
IV. Specific Skills	
Objectives	
A. Values Clarification	
8. By the end of the fourth grade, students will by able to explain how each job is unique and worthwhile.	15
9. By the end of the fourth grade, students will be aware of how the wage-earner's job affects the home.	16
B. Decision-Making	
10. By the end of the fourth grade, students will be able to explain that (1) each life style requires definite goals, (2) each life style has merit, and (3) life-styles are interdependent.	17,18
C. Economic Awareness	
11. By the end of the fourth grade, students will be able to trace the development of some product.	19,20

	Related Activities
D. Culminating Activites	
12. By the end of the fourth grade, students will be able to construct a classroom art museum.	21 (a),21 (b) 21 (c),21 (d) 21 (e),21 (f) 21 (g)

ACTIVITY #1

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#1	All (may have to adapt for hearing, visually, speech and physically impaired)	Will depend on the type of demonstration project chosen by each student	1 hr.	Have students show and explain their projects to the class.

Directions: Have students describe orally the subject area in which they are most interested and develop a demonstration project from this area.

How to Adapt: Impart directions visually to non-lip-reading hearing impaired and have them sit in a front seat, as well as the visually impaired. Encourage the speech impaired to participate orally using whatever props necessary to get concepts across to the class. Allow students to express their individuality by choosing a demonstration project of their own design but encourage impaired students to do projects that challenge their ability to adjust to their impairment, e.g., encourage visually impaired to construct items that require visual rather than strictly oral presentation, etc. During class discussions, write student responses on the board for the hearing impaired.

ACTIVITY #2

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#1	All (may have to adapt for visually, speech, hearing and physically impaired)	None	1 hr.	1. Observe students' accuracy in role-playing. 2. Have students list the subject area in which they feel most successful and list 5 jobs which pertain to this area.

Directions: Have students role-play a job related to the subject area of interest which they chose in activity #1.

How to Adapt: Impart directions visually to non-lip-reading hearing impaired and have them and visually impaired sit in a front seat. Arrange the classroom area in such a way that there are no barriers to physical mobility for the visually and physically impaired. Encourage the speech impaired to use speech in their role plays. The listing exercise can be done orally or the visually and physically impaired may use dictation, tape-recording or a typewriter.

ACTIVITY # 3

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#2	All (may have to adapt for hearing and speech impaired)	None	2 hrs.	1. Have students discuss how individual differences played a part in guessing the identity of the missing student. 2. Have students tell which things they think people would notice about them in trying to identify them.

Directions: Have students play a game where all hide their eyes; one student leaves the room; students guess who is out, what he/she is wearing, and other special characteristics he/she may have.
How to Adapt: Impart directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Encourage students to think of characteristics that the student has other than purely physical so that the visually impaired may participate more fully. Write student guesses on the board for the hearing impaired. Encourage the speech impaired to participate verbally however, do not exclude them if they refuse to use speech. Instead, reward all efforts at verbalization.

ACTIVITY #4

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#2	All (may have to adapt for hearing, visually, speech, and physically impaired)	Pencils, paper	2 hrs.	1. Have students list 10 reasons why they are unique. 2. Have students write a story entitled, "I'm Proud to Be Me."

Directions: Have students write a one-page story entitled, "All about Me," and share it with the class.
How to Adapt: Impart directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Visually and physically impaired may present their story and listing exercise orally, record or dictate it, or use a typewriter. Encourage the speech impaired to present as much of their story verbally as possible.

ACTIVITY #5

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#2	All	None	1/2 hr.	Reward correct response and attempts. Encourage similarities other than just physical ones.

Directions: Play a game in which children must name as many ways as possible in which they are like someone else. For example, have the children sit in a circle with one child in the middle. Each child in turn names a similarity. If a child cannot name a similarity, they must move away from the circle until there is a "winner."

How to Adapt: Use methods similar to other activities. Note that this activity is not well suited for a child who cannot speak.

ACTIVITY #6

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#3	All	Paper, pencils, clay, paint, cloth, wood scraps, etc.	2 hrs.	Find something positive and inquire about each project.

Directions: Have children create a model "art" work as an individual project, using discarded materials. After arranging them, the teacher should give a "prize" to each child, e.g., most colorful, most unusual, etc.

How to Adapt: Use methods similar to other activities. The "art work" can be a picture, a story or almost anything the child does. It is adaptable to any handicap.

ACTIVITY #7

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#3	All	Materials to make puppets (paper, paint and cloth)	1 day	Encourage the accuracy of detail about self and personal situation.

Directions: Have children make puppets of themselves (or use ones in class). Have children depict their daily lives from the time they get up, through school to evening. Ask clarifying questions such as "What do you do when________?"

How to Adapt: Similar to other exercises with care for given directions and clearing away barriers.

ACTIVITY #8

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#4	All (may have to adapt for hearing, visually and physically impaired)	Magazines, newspapers, scissors, tape/paste, paper, pencils, crayons, markers	1 day	Have students list a minimum of two jobs from each cluster from a matching list.

Directions: Have students collect pictures from magazines, newspapers, etc. of people on the job. Then have students prepare a mural of job clusters.

How to Adapt: Impart directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Have visually impaired students suggest ideas for others to look for in magazines and newspapers as well as making suggestions for the design, content, and color-scheme of the mural. Visually and physically impaired students may also construct 3-dimensional items for inclusion in the mural such as making clay figures, tools, houses, etc.--if it is not possible for them to do detailed drawing and coloring. Encourage all students to participate as fully as they can.

ACTIVITY #9

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#4	All (may have to adapt for hearing, speech, visually and physically impaired)	Pencils, paper	1/2 day	Have students compare and contrast the different job clusters in a class discussion.

Directions: Have a class discussion on the education, training and skills required for each cluster based on student interviews conducted with people from different job clusters.

How to Adapt: Impart directions visually to non-lip-reading hearing impaired and have them and visually impaired sit in a front seat. Encourage the speech impaired to participate verbally in class discussions. Interview sites and transportation to them should be free of obstructions to mobility for the physically and visually impaired. Visually and physically impaired students may record their interviews. Hearing impaired students may present written questions for interviewees to respond to in writing. Speech impaired students may also conduct written interviews if they are unable to make themselves understood or interview questions may be pre-recorded and played during the interview for the interviewee to respond to. Write student responses on the board during class discussion for the hearing impaired.

ACTIVITY #10

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#5	All (may have to adapt for all handicapping conditions)	None	1/2 day	1. Observe any change in students' social behavior. 2. Have each class "leader" tell how they felt about being leader.

Directions: Devise a sociogram to help determine individual needs and using sociogram results choose children who were least involved to lead class activities.

How to Adapt: Impart directions visually to non-lip-reading hearing impaired and have them and visually impaired sit in a front seat. Choose a class activity for the students in which they are likely to experience success. Do not force students into situations that cause them such stress and embarrassment that they avoid all future opportunities to take leadership roles. Be supportive of their leadership efforts. Avoid criticism and encourage the other students to do likewise.

ACTIVITY #11

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#6	All (may have to adapt for hearing, visually and physically impaired)	None	1 hr.	Have students list the likenesses and differences among their peers.

Directions: Have students play a game where one student leaves the room. Peers guess who is gone, what he/she is wearing, and other special characteristics.

How to Adapt: Impart directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Although this activity is the same as Activity #3, it's objective is slightly different. See Activity #3 for adaptations.

Activity #12

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#5	All (may have to adapt for hearing, speech, visually and physically impaired)	Blindfolds, for half the class	1/2 hr.	1. Have a class discussion about trust. 2. Have students list their strengths and weaknesses as they see them and as their peers see them.

Directions: Have students take a "trust walk" with some peer they don't know very well. Students are divided into pairs. One member of the pair is blindfolded while the other leads him/her around. They then reverse roles.

How to Adapt: Impart directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. The visually impaired may take a leading role in the class discussion since they are already familiar with the feeling of being deprived of sight in some degree. This activity may also help others identify better with the visually impaired and better appreciate their situation. Non-mobile physically impaired may be involved by having a student guide him/her through reading or math class. Encourage speech impaired to participate in class discussion. Visually and physically impaired may either make their lists orally, dictate to another student, use the tape recorder or typewriter. Encourage positive self-images in all students.

Activity #13

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#7	All (may have to adapt for hearing, visually and physically impaired)	Pencils, paper	1/2 hr.	Have students list several ways people relate to other people.

Directions: Have students write a paragraph describing how they (students) relate to someone else.

How to Adapt: Impart directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Have the visually and physically impaired either report orally, dictate, tape record, or type their paragraphs and lists.

ACTIVITY #14

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#7	All (may have to adapt for hearing, speech, visually and physically impaired)	Pencils, paper	1 hr.	Have students write a paragraph describing several persons and their career and how these persons relate to each other.

Directions: Have students role play some career including a person they know. They should deal mainly with how people relate to others. They may do role-plays together.
How to Adapt: Impart directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Check to see that role-play area is free of barriers to physical mobility for the visually and physically impaired. Encourage the speech impaired to include as much verbalization in the communication aspects of the role play as possible. Visually and physically impaired may either record, dictate or type their paragraphs.

ACTIVITY #15

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#8	All (may have to adapt for hearing, speech, visually and physically impaired)	Pencils, paper	2 hrs.	Given a list of 10 jobs, have students write short paragraphs explaining the need for each job.

Directions: Have children interview their parents about their jobs and discuss the contents of the interviews in class.
How to Adapt: Impart directions visually to the non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Encourage the speech impaired to present their interview results orally with the aid of props, visuals and tape recordings if necessary. It may be feasible to have students draw a picture or make clay figures of their parents at work and/or their trade tools together with an explanatory paragraph for the hearing impaired. The teacher may also write student comments on the board during the oral presentations instead. The visually and physically impaired may either dictate, record, or type their paragraphs.

ACTIVITY #16

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#9	All (may have to adapt for hearing and speech impaired)	None	1/2 hr.	Have students explain the interdependence of wages and the home.

Directions: Have a class discussion on the ways that the family wage-earners' money is spent on home and family operation.

How to Adapt: Impart directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Encourage the speech impaired to participate verbally and write student responses on the board for the hearing impaired.

ACTIVITY #17

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#10	All (may have to adapt for hearing, visually, and physically impaired)	Worksheet, paper, pencils	1/2 hr.	Have students complete a matching worksheet in which they match their lifestyle with goals.

Directions: Have students list 5 careers that are related to their lifestyle.

How to Adapt: Impart visual directions to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Visually and physically impaired may either dictate, record, or type their lists. Record the matching worksheet for the visually impaired and have the physically impaired either dictate, record, or type their responses.

ACTIVITY #18

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#10	All (may have to adapt for hearing, speech, visually and physically impaired)	None	1 hr.	1. Have students explain their choice of lifestyle. 2. Have students explain how their lifestyle and those of others are interdependent.

Directions: Have students simulate through role-playing a particular lifestyle of their choice.
How to Adapt: Impart directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front row seat. Check to see that role-playing area is free of barriers to mobility for the physically and visually handicapped. Encourage speech impaired students to use speech as much as possible in their role-plays and class discussions. Write student responses on the board during class discussions for the hearing impaired.

ACTIVITY #19

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#11	All (may have to adapt for hearing, visually, speech, and physically impaired, EMR's, LD's and emotionally disturbed)	Variable, depending on students' choice of mode of presentation	1 hr.	Given a choice of presentation, have students demonstrate their knowledge of the production of a product.

Directions: Have students view and discuss films related to the processes of production and distribution.
How to Adapt: Impart directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Have captioned films for the hearing impaired and check to see that the ones used include a great deal of oral explanation for the visually impaired. The teacher or classmates might also explain to the visually impaired what the visual stimuli are throughout the film and have objects represented in the film available for them to touch. Encourage speech impaired to participate verbally in class discussion. The evaluation activity accommodates each handicapping condition easily since students are given a choice of mode of presentation.

ACTIVITY #20

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#11	All (may have to adapt for hearing, speech, visually and physically impaired)	Will vary depending on the product chosen. All should be readily available in the classroom	1/2 day	Have students list the major components of an assembly line.

Directions: Have students conduct a model assembly line and arrange for a buy-and-sell system.
How to Adapt: Impart directions visually to non-lip-reading hearing impaired and have them and visually impaired sit in a front seat. Make sure that simulation area is free of barriers to mobility for visually and physically impaired. Explain to the visually impaired what the other students in the assembly line are doing or have each student sequentially explain their role. Encourage speech impaired to participate verbally to the degree possible. Visually and physically impaired may either dictate, tape record, or type their lists.

Culminating Activities

ACTIVITY #21 (a) - Constructing a Classroom Art Museum

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#12	All (may have to adapt for hearing, visually, speech, and physically impaired)	Transportation to the field trip sites	1 day	1. Have students discuss what they saw on field trips. 2. Have students name the different forms of art they saw on the field trips.

Directions: Take students on field trips to art museums/displays, a high school or college art class, and a commercial artist's place of business. Involve parents through permission slips and transportation to field trip sites.

How to Adapt: Impart directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Make sure that transportation and field trip sites are free of hazzards for the visually and physically impaired. Arrange beforehand for the guides at each visiting site to use as much verbal, visual and tactile communication as possible to appeal to the needs of the visually and hearing impaired. Have students also touch and smell art materials. Encourage the speech impaired to participate verbally in class discussions and write student responses on the board for the hearing impaired.

ACTIVITY #21(b) - Constructing a Classroom Art Museum

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#12	All (may have to adapt for hearing, speech, and visually impaired)	Examples of sculpture, pottery, painting, sketches and crafts	1 day	1. Have students explain how each piece of art was constructed. 2. Have students explain how art is a form of self expression.

Directions: Have students observe examples of sculpture, pottery, painting, sketches, and crafts. **How to Adapt**: Impart directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Have visually impaired students touch and smell the pieces of art while others describe them. Encourage the speech impaired to participate verbally and write student responses on the board for the hearing impaired.

ACTIVITY #21(c) - Constructing a Classroom Art Museum

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#12	All (may have to adapt for hearing, speech, visually and physically impaired)	None	1/2 day	Have students list the skills that each artist has to have.

Directions: Have students role-play a commercial artist, sculptor, museum attendant, and fashion designer. **How to Adapt**: Impart directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Check to see that role-play area is free of barriers to physical mobility for the visually and physically impaired. The visually and physically impaired may either dictate, record, or type their lists.

ACTIVITY #21(d) - Constructing a Classroom Art Museum

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#12	All (may have to adapt for hearing, speech, visually, and physically impaired)	None	1-1/2 day	Have students list the skills that each class speaker has to have to create their works.

Directions: Have as many of the following speak to the class as possible: commercial artist, landscape artist, interior decorator, artist, painter, sculptor, museum director, display artist, fashion designer, and art instructor.

How to Adapt: Impart directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Prepare speakers beforehand so that they may adapt their presentations to impaired students. They should have numerous visual aids for the hearing impaired and detailed oral descriptions and objects to touch and examine for the visually impaired. Visually and physically impaired students may either dictate, record, or type their lists.

ACTIVITY #21(e) - Constructing a Classroom Art Museum

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#12	All (may have to adapt for hearing, speech, visually and physically impaired)	Magazines chart paper, tempera paints, watercolors, scissors, glue, potter's clay, charcoal, art paper, brushes	3 days	Have students present their creations to the class and tell how they made it, skills required, and something about it.

Directions: Have students make an art form, choosing from a list of the following: sculpture, pottery, painting, sketching, crafts, collage.

How to Adapt: Impart directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Allow impaired students to choose a form of art to create that they have interest in. Make necessary provisions particularly for the visually and physically impaired utilizing classmates, special materials, and detailed instruction to the degree that they do not interfere with creativity. Encourage speech impaired students to explain their creations to the class verbally to the degree possible using actual materials employed to make the construction process clearer to others if necessary. Write student responses on the board during class presentations for the hearing impaired.

TIVITY#21 (f) - Constructing a Classroom Art Mus m

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#12	All (may have to adapt for hearing, visually, and physically impaired)	Paper, pencils, paste, scissors, crayons, markers, poster paper, construction paper.	1 day	Observe the ability with which students work cooperatively and pursue a task to completion.

Directions: Have students make displays for their individual art works, listing their dates, titles, and authors.
How to Adapt: Impart directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Visually impaired students may prepare lettering for dates, titles, and authors with tape and/or glue-on cut-outs. They may also type this information and paste it on the display.

ACTIVITY #21(g) - Constructing a Classroom Art Museum

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#12	All (may have to adapt for hearing, visually and physically impaired)	Poster paper, pencils, paper, crayons, watercolors, brushes, markers, scissors, glue, construction paper	3 days	Observe the adequacy with which students work cooperatively and pursue a task to completion.

Directions: Have students name their museum and construct advertisement posters and open-house announcements.
How to Adapt: Impart directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Encourage the speech impaired students to participate verbally in the naming exercise. Have visually and physically impaired make lettering with tape and/or glue-on cutouts. They may also type announcements for distribution.

FIFTH GRADE

I. Grade Objective

The fifth grade students will become more aware of various occupations by studying job opportunities in the field of writing. Through research, interviews, field trips; and roleplaying, they will increase their self, educational, career, economic, and skill awareness. They will identify the educational requirements, skills, and training necessary for becoming a playwright, poet, newswriter, author, historian, or script writer. They will also determine the advantages and disadvantages associated with these occupations.

The focal point of the unit will be the presentation of a "bound" book of stories, poems, and so forth, to the library.

Students will be evaluated on written work for creativity and grammar, by teacher-devised examinations, both oral and written, ability to work cooperatively as demonstrated in the play and compilation of their book of written work, and overall performance and participation in activities.

II. Subject Area Objectives

A. Spelling

At the conclusion of this unit on "Writers," 75% of the fifth grade students will be able to do the following with 75% accuracy:

1. Spell and pronounce (20) or more words associated with writing.
2. Define seventy percent (70%) of the careers discussed.
3. Construct sentences using ten of the twenty vocabulary words.

B. Reading

1. The fifth grade students will be able to identify short and long vowel sounds by grouping the vocabulary words in the correct column with seventy percent (70%) accuracy. (Example of long: write, short, edit)
2. They will underline the beginning consonant blends, divide compound words, and alphabetize the words.

C. Language Arts

1. All students will participate in interviews with resource persons by asking questions and/or note-taking.

2. Each student will report on one career after doing research in the library or interviewing a worker.

3. At the conclusion of this unit, each fifth grade student will write a story, play, or poem to the satisfaction of the teacher.

4. After writing a story, poem or play, each student will proofread and correct his/her work within 30 minutes, locating 50% of the errors.

5. Each student will construct a "Thank-You" letter to persons interviewed.

6. Each fifth grade student will write a personal letter to a "living," well-known children's author chosen from a list provided by the teacher. The response will be shared with the class.

D. Art

1. At the conclusion of the unit, the fifth grade students will be able to compile a booklet of their poems, stories, and plays, constructed solidly and presentable to the library.

E. Social Studies

1. At the conclusion of the unit, fifth grade students will have a better understanding of the history of writing and printing as demonstrated on a teacher-made test.

III. Career Education Objectives

Objectives	Activities
A. Self Awareness	
1. By the end of the fifth grade, students will be aware of their responsibilities as a student, family member and worker.	1,2
2. By the end of the fifth grade, students will be able to identify three positive personal characteristics.	3,4,5,6
B. Career Awareness	
3. By the end of the fifth grade, students will be able to identify occupations within career clusters and be aware of the impact of careers on lifestyles.	7,8
4. By the end of the fifth grade, students will be able to relate to adults and identify themselves within the framework of society.	9,10
C. Social Awareness	
5. By the end of the fifth grade, students will be able to communicate more effectively with and recognize the worth and dignity of other people.	11,12

IV. Specific Skills

Objectives	
A. Values Clarification	
6. By the end of the fifth grade, students will be aware of the effects of occupations in society on a person's lifestyle.	13,14
B. Decision-Making	
7. By the end of the fifth grade, students will be aware of the steps in making a good decision in solving school problems.	15,16
C. Economic Awareness	
8. By the end of the fifth grade, students will be aware of the fact that as the demand for a product increases, the price increases.	17,18

9. By the end of the fifth grade, students will be able to budget their weekly allowance/earnings in order to receive maximum benefit.	19

D. Culminating Activities

10. By the end of the fifth grade, students will be able to create their own written works and package them in book form.	20 (a),(b),(c),(d),(e),(f),(g),(h),(i)

ACTIVITY #1

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#1	All (may have to adapt for visually and physically impaired)	Pencils paper	3 hrs.	Parents and teacher should get together with students and give them feedback on their performance.

Directions: Have students accept responsibility for a job at home and keep a log of their experiences. How to Adapt: Present directions visually to non-lip-reading hearing impaired. Encourage students and parents to jointly decide on a job and choose one in which the student is apt to have a high probability of success. Encourage impaired students to accept as much responsibility and act as independently as possible, putting out that extra effort to perform tasks that he/she had previously called on others to help with.

ACTIVITY #2

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#1	All (may have to adapt for visually and physically impaired)	Pencils paper	3 hrs.	Parents should get together with students and give them feedback about their performance.

Directions: Have students assigned to a job of their choice at school and keep a log of their experiences. How to Adapt: Present directions visually to non-lip-reading hearing impaired. Involve impaired students in tasks that they are likely to have a high probability of success with. Praise students for behaving responsibly and independently.

ACTIVITY #3

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#2	All (may have to adapt for hearing, visually, speech and physically impaired)	Pencils paper	1 hr.	Discuss in class relationship between self-concept and lifestyle.

Directions: Have students list their personal characteristics and then indicate what kind of self-concept the list indicates.

How to Adapt: Present directions visually to non-lip-reading hearing impaired and have them sit in a front seat. Visually and physically impaired may either type, record or dictate their work. Be particularly supportive of impaired students who show poor self-concepts and concentrate solely on their impairments rather than their strengths. Encourage speech impaired to participate verbally during class discussions and write student responses on the board for the hearing impaired.

ACTIVITY #4

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#2	All (may have to adapt for hearing, visually, physically and speech impaired)	Pencils paper	1 hr.	Have a class discussion on how self-concept and job performance are related.

Directions: Have students choose three occupations they are interested in and list as many personal characteristics as possible that would help them in these jobs.

How to Adapt: Present directions visually to non-lip-reading hearing impaired. Visually and physically impaired may either type, record or dictate their work. If occupational literature is not available in raised type or braille, have someone either tape record the information for the visually impaired or read it to him/her. Encourage speech impaired to participate verbally during class discussions and write student responses on the board for the hearing impaired.

ACTIVITY #5

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#2	All	None	1 hr.	Reward child for trying and for incremental improvements.

Directions: Have students articulate their strengths and the areas that need improvement. Involve child in a game that uses/develops skills.
How to Adapt: Use methods similar to those suggested in previous activities. Create games and response modes that take handicaps into consideration.

ACTIVITY #6

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#2	All	Paper, paint and cloth.	2 hrs.	Scores can be kept on the amount of time required to guess the emotion ... or on the number of guesses.

Directions: Either play a game or use puppets to play a "family" game in which each family member expresses an emotion non-verbally. Other family members try to guess the emotion being expressed.
How to Adapt: Use methods similar to others in this unit.

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E-Grade 5-8

ACTIVITY #7

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#3	All (may have to adapt for hearing, speech, visually and physically impaired)	Pencils paper occupational literature	½ day	Have students explain to the class their likes and dislikes about the occupations they chose to investigate.

Directions: Have students choose a career cluster and identify three occupations within that cluster. Then have them compare salaries, amount of preparation, etc., for the three jobs.
How to Adapt: Present directions visually to non-lip-reading hearing impaired. Visually and physically impaired may either type, record, or dictate the evaluation exercise. If occupational literature is not available in raised type or braille, have someone either tape record the information for the visually handicapped or dictate it to him/her. Encourage speech impaired to participate verbally, relying as little as possible on non-verbal means of getting points across. Write student responses on the board for the hearing impaired.

ACTIVITY #8

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#3	All (may have to adapt for visually, physically, speech and hearing impaired)	Paper paste/tape pencils	1 week	Assign one career cluster to each student and have them present a short oral report for that cluster, based on the articles they accumulated.

Directions: Have students, over the course of a month, collect newpaper and magazine articles related to the different career clusters, cutting them out and making a scrapbook from them as they find them.
How to Adapt: Present directions visually to non-lip-reading hearing impaired. Visually impaired students who do not have newspapers and magazines available to them in a medium that they can read may either listen to TV and radio news, making a written (typewritten or tape) recording of it or have a classmate or family members assist in finding articles. The former method is preferable since it allows the visually handicapped student greater independence and sense of accomplishment. Physically impaired students may devise whatever means possible to collect articles and make their scrapbook. If it is not possible for them to manipulate cutting utensils, they may either use a paper cutter or enlist the assistance of a classmate. Encourage the speech impaired to participate verbally, relying as little as possible on non-verbal means of getting points across. Write student responses on the board for the hearing impaired.

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E-Grade 5-9

ACTIVITY #9

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#4	All (may have to adapt for hearing, visually, physically and speech impaired)	Pencils paper	2 days	Have students discuss what they learned about themselves in completing this activity.

Directions: Have students write their autobiography, including a complete description of their physical, psychological and social characteristics.
How to Adapt: Present directions visually to non-lip-reading hearing impaired. Visually and physically impaired may either type, record or dictate their work. Be supportive of impaired students with poor self-concepts and encourage them to focus on characteristics other than their impairments. Encourage the speech impaired to participate verbally, relying as little as possible on non-verbal means of getting points across. Write student responses on the board for the hearing impaired.

ACTIVITY #10

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#4	All (may have to adapt for hearing, visually, speech, and physically impaired)	Pencils paper	2 hrs.	1. Have students describe their feelings about the interview, questions they asked, how they related to the person, etc. 2. Ask them to describe the way they related to these persons in comparison to the way they would relate to someone their own age.

Directions: Have students interview their principal, teacher, and parents for the purpose of writing a complete description of them.
How to Adapt: Present directions visually to non-lip-reading hearing impaired. Remove barriers to physical mobility for visually and physically impaired, both in getting to and at the interview site itself. Visually impaired and physically impaired students may tape record the interview, if possible, or another student may go along to take notes. Visually impaired students may get written responses from the interviewee if they are unable to converse. Encourage speech impaired to participate verbally during class discussions and write student responses on the board for the hearing impaired.

ACTIVITY #11

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#5	All (may have to adapt for hearing, visually, speech and physically impaired)	Will vary depending on the projects individual groups choose.	½ day	Have each group present their project to the class and tell which part each member contributed to the project.

Directions: Divide the class into small groups and have them devise and complete a project of their own choosing.

How to Adapt: Present directions visually to non-lip-reading hearing impaired. Encourage group members to strive to conduct themselves so as to include everyone, i.e., speak slowly and distinctly for the benefit of the hearing impaired and touch the visually impaired when speaking to them if they are unable to preceive visually when someone is speaking to them. If physically impaired students are unable to do detailed work, have them involved in other meaningful phases of the group project. Encourage speech impaired to participate verbally during class discussions and write student responses on the board for the hearing impaired. Have visually impaired and hearing impaired students sit near the front of the room during group presentations and, if possible, allow visually impaired to examine the project by touching it if they are unable to perceive it visually.

ACTIVITY #12

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#5	All (may have to adapt for hearing, visually, speech and physically impaired)	Pencils, paper & possibly transportation to interview site (could be provided by parents)	1 day	Have students present the results of their interviews orally to the class and answer any questions the class may have about the interview.

Directions: Have students interview different workers in the community and describe the positive contribution each person makes to the community.

How to Adapt: Present directions visually to non-lip-reading hearing impaired. Remove barriers to physical mobility for visually and physically impaired, both in terms of transportation to and at the interview site. Have parents assist with transportation to field trip site, if possible. Visually impaired and physically impaired students may tape record the interview, if possible, or another student may go along to take notes. Hearing impaired students may get written responses from the interviewees if they are unable to hear normal conversation. Encourage the speech impaired to participate verbally, relying as little as possible on non-verbal means of getting points across. Write student responses on the board for the hearing impaired.

ACTIVITY #13

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#6	All (may have to adapt for hearing, visually, speech and physically impaired)	Pencils paper	1 hr.	Have students discuss ways in which their parents' occupations affect students' lives.

__Directions__: Have students list ways in which the occupations of their parents affect their parents' lifestyles.
__How to Adapt__: Present directions visually to non-lip-reading hearing impaired and have them sit in a front seat. Visually and physically impaired may either type, record or dictate their work. Encourage speech impaired to participate verbally during class discussions and write student responses on the board for the hearing impaired.

ACTIVITY #14

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#6	All (may have to adapt for hearing, speech, visually and physically impaired)	Occupational literature pencils paper	2 hrs.	Have students write a summary of the lifestyle they would prefer and describe the degree to which the occupation they chose will allow them to live that lifestyle.

__Directions__: Have students choose an occupation they find interesting and explain to the class why they chose that particular occupation and how it will affect the lifestyle of persons who choose to work in that occupation.
__How to Adapt__: Present directions visually to non-lip-reading hearing impaired and have them sit in a front seat. Encourage the speech impaired to participate verbally, relying as little as possible on non-verbal means of getting points across. Write student responses on the board for the hearing impaired. Visually and physically impaired may either type, record or dictate the evaluation exercise.

ACTIVITY #15

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#7	All (may have to adapt for hearing, speech, visually and physically impaired)	None	1 hr.	Have students explain the reasons for the decisions they made in their role as teacher.

Directions: Have students role-play a fight situation with each student having a turn at playing the teacher.
How to Adapt: Present directions visually to non-lip-reading hearing impaired. Remove barriers to physical mobility for visually and physically impaired. Encourage the speech impaired to participate verbally, relying as little as possible on non-verbal means of getting points across. Write student responses on the board for the hearing impaired. Be sure that impaired students get to role-play the fight situation as well as the role of teacher.

ACTIVITY #16

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#7	All (may have to adapt for visually, hearing, physically and speech impaired)	Paper pencils	1 hr.	Have the students list the steps they took in making the decisions involved in coming up with the problem's solution.

Directions: Divide the class into groups and pose a problem of special concern to the class and have them solve it.
How to Adapt: Present directions visually to non-lip-reading hearing impaired. Make sure that the group involves all of its members in the discussion and encourage the speech impaired to participate verbally, relying as little as possible on non-verbal means of getting points across. Encourage the group members to speak slowly and distinctly in order to fully involve the hearing impaired. Visually and physically impaired may either type, record, or dictate the evaluation exercise.

ACTIVITY #17

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#8	All (may have to adapt for hearing, visually and physically impaired)	Newspapers, paper, pencils, paste, construction paper (or other paper on which articles can be mounted)	1 day	Have them make a list of products for which the demand is greater than the supply.

Directions: Have students check the local newspaper daily for two weeks for articles on supply and demand. Have them cut the articles out, bring them to class and mount them in a scrapbook.

How to Adapt: Present directions visually to non-lip-reading hearing impaired. Visually handicapped students who do not have newspapers available to them in a medium that they can read may either listen to radio or TV news, making a written, typewritten or tape recording of it or have a classmate or family member assist in locating the articles which can then either be read or recorded for the student. Physically impaired students who are not able to manipulate cutting utensils may solicit assistance in the collection. Visually and physically impaired may either type, record or dictate their work.

ACTIVITY #18

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#8	All (may have to adapt for visually and physically impaired)	Paper pencils	½ day	Have students write a report of their findings, mentioning the concepts of supply and demand.

Directions: Have students go grocery shopping with their parent(s) once a week, for three straight weeks and notice increases and declines in prices.

How to Adapt: Present directions visually to non-lip-reading hearing impaired. Instruct parents to report the prices verbally to visually impaired students. Visually impaired and physically impaired students may either type, record or dictate the information collected. If physically impaired students are not able to attend the shopping trip, have parents report the prices to the students when the groceries are brought home. Visually and physically impaired may either type, record or dictate their work.

ACTIVITY #19

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#9	All (may have to adapt for visually and physically impaired)	Paper pencils	1 day	Have students report after one month how well they lived within their budget.

Directions: Have students keep a record of their expenses and expenditures for one month. Based on their findings, have them make out a monthly workable budget.
How to Adapt: Present directions visually to non-lip-reading hearing impaired. Visually and physically impaired may either type, record or dictate their work. Check periodically to see that everyone is making correct calculations and keeping accurate records. A teacher-prepared form would probably make the task simpler for those who have difficulty organizing and keeping records independently.

Culminating Activities

ACTIVITY #20(a) - Writing a Book

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#10	All (may have to adapt for hearing, speech, visually and physically impaired)	Transportation to field trip site	1 day	Have a class discussion of observations on the field trip.

Directions: Have students take a field trip to a library, observing the Dewey decimal system, the books themselves, content, type, covers, etc.
How to Adapt: Remove barriers to physical mobility for visually and physically impaired in both mode of transportation and at the field trip site itself. Have parents assist with transportation to field trip site if possible. Encourage speaker to prepare audio-visuals and other types of aids to appeal to the different handicapping conditions in the class. Allow the visually impaired, if possible, to touch equipment and materials. Have the hearing impaired situated near the speaker, and have written material available for students to follow along with and take with them when they leave. Encourage the speech impaired to participate verbally during class discussion and write student responses on the board for the hearing impaired. If possible, a tape recorder could be provided for the visually impaired if note-taking is not possible.

ACTIVITY #20(b) - Writing a Book

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#10	All (may have to adapt for hearing impaired)	Transportation to field trip site	1 day	Have a class discussion of the steps involved in publishing a book and the different occupations that make it possible.

Directions: Have students take a field trip to a book publishers and observe the steps involved in publishing a book.

How to Adapt: Remove barriers to physical mobility for visually and physically impaired in both mode of transportation and at the field trip site itself. Have parents assist with transportation to field trip site if possible. Encourage speaker to prepare audio-visuals and other types of aids to appeal to the different handicapping conditions in the class. Allow the visually impaired, if possible, to touch equipment and materials and encourage them to pay particular attention to sounds and smells. Have the hearing impaired situated near the speaker and have written material available for students to follow along with and take with them when they leave. Encourage speech impaired to participate verbally during class discussions and write student responses on the board for the hearing impaired. If possible, a tape recorder could be provided for the visually impaired if note-taking is not possible.

ACTIVITY #20(c) - Writing a Book

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#10	All (may have to adapt for hearing, visually and speech impaired)	None	1 hr.	Have the class discuss what kinds of personal qualities are necessary to be an author.

Directions: Have an author speak to the class.

How to Adapt: Encourage speaker to prepare audio-visuals and other types of aids to appeal to the different handicapping conditions in the class. Encourage impaired students to ask questions about points that are unclear to them. Encourage the speech impaired to participate verbally, relying as little as possible on non-verbal means of getting points across. Write student responses on the board for the hearing impaired and have them sit near the front.

ACTIVITY #20(d) - Writing a Book

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#10	All (may have to adapt for hearing, speech, visually and physically impaired)	None	½ hr.	Have the class comment on the adequacy with which everyone played their roles.

Directions: Have students role-play an author, poet, librarian and newswriter.
How to Adapt: Present directions visually to non-lip-reading hearing impaired. Remove barriers to physical mobility for visually and physically impaired. Encourage the speech impaired to participate verbally, relying as little as possible on non-verbal means of getting points across. Write student responses on the board for the hearing impaired.

ACTIVITY #20(e) - Writing a Book

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#10	All (may have to adapt for hearing, visually, and physically impaired)	Paper, pencils, rulers, markers, and duplicator. Optional: typewriter, newspage	2 weeks	Observe the adequacy of students' work and the facility with which they work and interact in groups. Reward incidences of appropriate behavior.

Directions: Have the class construct and send a class newsletter to parents.
How to Adapt: Present directions visually to non-lip-reading hearing impaired. Visually and physically impaired may either type, record or dictate their work. Encourage all impaired students to participate as fully as possible and praise children for positive acceptance toward others.

ACTIVITY #20(f) - Writing a Book

Realted Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#10	All (may have to adapt for visually and physically impaired)	Pencils, paper Optional: tape recorder	3 days	Check the adequacy of students' work and make suggestions for improvement. Praise creative efforts.

Directions: Have students construct their own compositions for inclusion into individual and group books. The compositions may include plays, poems, short stories, interviews, etc.
How to Adapt: Present directions visually to non-lip-reading hearing impaired. Visually and physically impaired may either type, record or dictate their work. Praise students for their efforts, encouraging them to produce work that is personally satisfying.

ACTIVITY #20(g) - Writing a Book

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#10	All (may have to adapt for visually and physically impaired)	Typewriter typing paper pencils	1 day	Have students check each other's work for errors.

Directions: Have students type and proofread their compositions.
How to Adapt: Present directions visually to non-lip-reading hearing impaired. If there are impaired students who are unable to type, they may dictate their work to someone else. If typewriters with raised letters are unavailable, visually impaired students may proofread for grammatical errors by having someone read the compositions to them.

ACTIVITY #20(h) - Writing a Book

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#10	All (may have to adapt for hearing, speech, visually and physically impaired)	Material for covers pens and pencils rulers	1 day	Have students critically evaluate others' work looking for traits such as neatness, accuracy, attractiveness, imagination, etc.

Directions: Have students make covers for their individual books and title them.

How to Adapt: Present directions visually to non-lip-reading hearing impaired. Visually and physically impaired should be involved to the degree possible in making their own covers independently, asking for assistance only when necessary. If physically impaired are unable to use scissors, they could possibly use a paper cutter, if they can do so safely. Visually impaired students may mark the boundaries of their covers with tape and cut out a well-designed cover. Have visually impaired examine others works by touch and draw conclusions based on information perceived through the tactile sense and, to the degree possible, the visual sense.

ACTIVITY #20(i) - Writing a Book

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#10	All (may have to adapt for hearing, visually and physically impaired)	Duplicator paper, pencils pens, markers materials for covers	2 days	Observe the adequacy with which students cooperate and share work tasks.

Directions: Have students combine and organize copies of their individual works into a big class book and make a cover for and title it.

How to Adapt: Present directions visually to non-lip-reading hearing impaired. Encourage all students to participate as fully as possible and praise students for working cooperatively. Impaired students should be involved in those areas in which they perform best. The visually and physically impaired, for example, may be able to organize the materials and prepare the table of contents while at the same time, they may be quite capable of assisting with the cover construction and design. Encourage students to speak slowly and distinctly for the benefit of the hearing impaired.

SIXTH GRADE

I. Grade Objective

Sixth grade students will become aware of the job opportunities in Telecommunications, particularly television. Students will participate in field trips, interviews, research, and role-playing. They will identify educational skills and training for positions in television.

The focal point of the unit will be the construction of a television program for presentation to school and community. The students will be evaluated through teacher made pre- and post-tests, demonstrations of skills and knowledge acquired form the exercises, class discussion and ability to work in groups.

II. Subject Area Objectives

A. Art

At the conclusion of the unit on television, 75% of the sixth grade students will be able to construct and/or operate with 75% accuracy the following:

1. Posters on television communications;
2. Experience story covers;
3. Some form of cameras;
4. Weather reports; and
5. T.V. programs.

B. Language Arts

At the conclusion of the activities on Tele-communications, 75% of the sixth grade students will be able to perform with 75% accuracy the following:

1. Spell and pronounce 20 "new" words associated with T.V.;

2. Write stories or experience booklets dealing with T.V.;
3. Compose questions for interviews; and
4. Write letters to various T.V. Stations.

C. Science

At the conclusion of the unit on Tele-communications, 75% of the sixth graders will be able to perform with 75% accuracy the following:

1. Name three (3) T.V. networks;
2. Name five (5) occupations in T.V. and skills required for these occupations; and
3. Causes of pictures and troubles.

D. Social Studies

At the conclusion of the unit on Tele-communications, 75% of the sixth grade students will be able to perform with 75% accuracy the following:

1. Write reports on T.V. advertisement...or a simulated T.V. ad.

III. Career Education Objectives

Objectives

A. Self Awareness	Activities
1. By the end of the sixth grade, students will know the terminology used for self-understanding and self-appraisal and be aware of community resources available for help with personal problems.	1,2
2. By the end of the sixth grade, students will compare personal strengths and weaknesses with requirements and skills necessary for at least 3 occupational clusters.	3,4,

B. Career Awareness

3. By the end of the sixth grade, students will be able to list all the career clusters and be able to list the skills and abilities required for 3 career clusters. 5,6

4. By the end of the sixth grade, students will be able to list the educational requirements for specific jobs. 7,8

C. Social Awareness

5. By the end of the sixth grade, students will be able to list 5 human relations skills. 9,10

IV. Specific Skills

Objectives

A. Values Clarification

6. By the end of the sixth grade, students will gain a positive attitude toward all kinds of work. 11,12

7. By the end of the sixth grade, students will understand the interdependence of occupations. 13,14

B. Decision Making

8. By the end of the sixth grade, students will be able to take a problem, weigh all factors involved and make a wise decision. 15,16

C. Economic Awareness

9. By the end of the sixth grade, students will be aware of the interdependence of producers and consumers. 17,18

D. Culminating Activities

10. By the end of the sixth grade, students will originate a T.V. show. 19(a), (b), (c) (d), (e), (f)

ACTIVITY #1

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#1	All (may have to adapt for hearing, visually, speech and physically impaired).	Pencils, paper, crayons, markers, poster paper, rulers.	½ day	Have students take a matching test of vocabulary words on self-appraisal and self-understanding.

Directions: Have the class make a vocabulary list for self-appraisal and self-understanding and construct a poster showing this terminology.

How to Adapt: Present directions visually to non-lip-reading, hearing impaired, and have them sit in a front seat. Have students speak slowly and distinctly to involve the hearing impaired to the greatest degree possible and encourage the speech impaired to participate verbally, relying as little as possible on non-verbal means of getting points across. Visually and physically impaired may either type,record, or dictate the evaluation exercise.

ACTIVITY #2

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#1	All (may have to adapt for hearing, speech, visually and physically impaired).	Pencils, paper	2 hrs.	Devise a list of hypothetical problems encountered in home and at school and see if students can list sources where one may obtain help with each one.

Directions: Have students as a group, list sources where they may obtain help with school or home problems, career choice, career requirements, lifestyles, and getting along with others.

How to Adapt: Present directions visually to non-lip-reading, hearing impaired. Have students speak slowly and distinctly in order to fully involve the hearing impaired. Encourage the speech impaired to participate verbally, relying as little as possible on non-verbal means of getting points across. Visually and physically impaired may either type, record, or dictate the evaluation exercise, if they are unable to write.

ACTIVITY #3

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#2	All (may have to adapt for visually and physically impaired).	Pencils, paper occupational literature	2 hrs.	Have students individually devise ways of overcoming their weaknesses and making themselves more suitable for the 3 career clusters they chose.

Directions: Have students list their individual strengths and weaknesses and a separate list of general qualifications for 3 career clusters of their choosing. Have them then evaluate the degree of their suitability for each of the 3 career clusters they chose.

How to Adapt: Present directions visually to non-lip-reading, hearing impaired. Visually and physically impaired may either type, record, or dictate their work. Encourage impaired students, while recognizing and facing their impairments, not to underestimate their capabilities.

ACTIVITY #4

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#2	All (may have to adapt for hearing, speech, visually and physically impaired).	Paper, pencils	½ hr.	Have students write a paper describing incidences in which their weaknesses have proved to be strengths.

Directions: Have a class discussion on "the strengths of having weaknesses."

How to Adapt: Have hearing impaired students sit near the front so that they may hear the teacher summarize and reiterate others' responses. Encourage the speech impaired to participate verbally, relying as little as possible on non-verbal means of getting points across. Write student responses on the board for the hearing impaired. Try to involve the impaired since impairments many times bring out psychological strengths that may have otherwise lay dormant. Visually and physically impaired may either type, record, or dictate the evaluation exercise.

ACTIVITY #5

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#3	All (may have to adapt for hearing, speech, visually and physically impaired).	Pencils, paper	1½ hrs.	Have students match skills and abilities to a given cluster.

Directions: Have a class discussion on the skills and abilities required for various clusters.

How to Adapt: Have hearing impaired students sit near the front so that they may better hear the teacher summarize and reiterate others' responses. Encourage the verbal involvement of speech impaired students and write student responses on the board for the hearing impaired. Present matching test in readable type for the visually imparied or either record or read the test to them. Visually and physically impaired may either type, record, or dictate their work, if they are unable to write.

ACTIVITY #6

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#3	All (may have to adapt for hearing, speech, visually and physically impaired).	Paper, pencils, poster paper, crayons, markers, rulers	2 hrs.	Have students as a group make a chart of the types of occupations identified during the interviews and match them with the proper clusters.

Directions: Have students interview one person in his/her community about skills and abilities in his/her job and match this person's job with the proper cluster.

How to Adapt: Present directions visually to non-lip-reading hearing impaired. Remove barriers to physical mobility for visually and physically impaired, both in getting to and at the interview site itself. Visually impaired and physically impaired students may tape record the interview if possible or another student may go along to take notes. Hearing impaired students may get written responses from the interviewee if they are unable to hear the conversation. Speech impaired students may present their questions in writing if they are otherwise unable to make themselves understood. Involve impaired students to the greatest extent possible in the evaluation exercise. If visually impaired and physically impaired are unable to do detailed work, have them supply the information for the chart and make suggestions for its layout and design.

ACTIVITY #7

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#4	All (may have to adapt for hearing, speech, visually and physically impaired).	None	2 hrs.	Have a class discussion on the desirability of an occupation as a function of the education and training required for the job.

Directions: Have students role-play an interview and practice asking pertinent questions about job requirements and qualifications.

How to Adapt: Present directions visually to non-lip-reading hearing impaired. Remove barriers to physical mobility for visually and physically impaired. Visually and physically impaired may either type, record, or dictate their work. Hearing impaired students may obtain written responses from interviewees if they are unable to hear conversation and speech impaired students may present their questions in writing if they are unable to make themselves understood otherwise. Write student responses on the board for the hearing impaired and encourage speech impaired to participate verbally during class discussions.

ACTIVITY #8

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#4	All (may have to adapt for hearing, speech, visually and physically impaired).	Newspapers, pencils, paper	2 hrs.	Have students report a summary of their findings to the class and have the class summarize the results.

Directions: Have students research the "heip-wanted" section of the newspaper to learn about the kinds of jobs available and the educational requirements for the job.

How to Adapt: Present directions visually to non-lip-reading, hearing impaired. Visually impaired students who do not have newspapers available to them in a medium that they can read may have a family member or classmate read the articles to them while they record the information on tape, in type, or braile if they are unable to write. Physically impaired students may also type, dictate or record their research findings. Encourage speech impaired students to report their findings verbally, resorting to other means such as writing only if necessary. Write student responses on the board for the hearing impaired.

ACTIVITY #9

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#5	All (may have to adapt for hearing, speech, visually and physically impaired).	Pencils, paper	1 hr.	Have the class list on the board, the human relations skills that they identified during their interview.

Directions: Have students interview an adult worker to learn about the human relations skills required on the job.

How to Adapt: Present directions visually to non-lip-reading, hearing impaired. Remove barriers to physical mobility for visually and physically impaired, both in getting to and at the interview site itself. Visually impaired and physically impaired students may tape record the interview if possible or another student may go along to take notes. Hearing impaired students may get written responses from the interviewee if they are unable to hear the conversation. Speech impaired students may present their questions in writing if they are otherwise unable to make themselves understood. Impaired students who are unable to write on the board may instead supply the information.

ACTIVITY #10

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#5	All (may have to adapt for hearing, speech, visually and physically impaired).	Pencils, paper, markers, crayons, scissors, construction paper, thumb tacks	½ day	Have a class discussion about the probabilities of a person's success on the job without the human relations skills displayed on the bulletin board.

Directions: Have students construct a bulletin board displaying human relations skills.

How to Adapt: Present directions visually to non-lip-reading hearing impaired. Visually impaired and physically impaired students who are unable to do detailed work may be involved in other phases of the project such as supplying information and designing the layout. Encourage other students to speak slowly and distinctly to fully involve the hearing impaired. Encourage the speech impaired to participate verbally, relying as little as possible on non-verbal means of getting points across.

ACTIVITY #11

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#6	All (may have to adapt for hearing, speech, visually and physically impaired).	Paper, pencils	1 hr.	Have student take each role played and list ways in which each contributes to the community.

Directions: Have students role-play various community workers such as police officer, mail carrier, etc., and tell how their work is important to the welfare of the community.

How to Adapt: Present directions visually to non-lip-reading, hearing impaired. Remove barriers to physical mobility for visually and physically impaired. Encourage the active participation of impaired students and praise other students positive and accepting responses toward them. Encourage students to speak slowly and distinctly for the benefit of the hearing impaired. Encourage the verbal participation of speech impaired students. Visually and physically impaired may either type, record, or dictate the evaluation exercise.

ACTIVITY #12

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#6	All (may have to adapt for hearing, speech, visually and physically impaired).	Paper, pencils	1 hr.	Have students select one job and write a paper on how the community would be different without it.

Directions: Have a class discussion on how all types of work are important to society.

How to Adapt: Have hearing impaired students sit near the front so that they might better hear the teacher summarize and reiterate others' responses. Encourage the verbal involvement of speech impaired students and write student responses on the board for the hearing impaired. Visually and physically impaired may either type, record, or dictate their work.

ACTIVITY #13

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#7	All (may have to adapt for hearing, speech, visually and physically impaired).	Transportation for field trip	1 day	Have a class discussion on what was observed during the field trip.

Directions: Have class take a field trip to a factory to observe how jobs interrelate to produce a finished product.

How to Adapt: Remove barriers to physical mobility for visually and physically impaired in both mode of transportation to and at the field trip site itself. Have parents assist with transportation to field trip site if possible. Encourage speaker to prepare audio visuals and other types of aides to appeal to the different handicapping conditions in the class. Allow the visually impaired, if possible, to touch the equipment and materials. Have the hearing impaired situated near the speaker and have written materials about the factory's operation available, for students to follow along with and take home. Encourage speech impaired to participate verbally during class discussions and write student responses on the board for the hearing impaired. If possible, a tape recorder could be provided for the visually impaired if note-taking is not possible.

ACTIVITY #14

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#7	All (may have to adapt for hearing, speech, visually and physically impaired).	Research materials, pencils, paper	3 days	Have students present a summary to the class of their findings.

Directions: Have class take a finished product and research all the various occupations necessary in the production of that product.

How to Adapt: Present directions visually to non-lip-reading, hearing impaired. If research materials are not available in a form that the visually impaired can read, either have it recorded for them or have someone read it to them. Have hearing impaired students sit near the front of the room during class presentations and reiterate student responses for the hearing impaired. Encourage the speech impaired to participate verbally relying as little as possible on non-verbal means of getting points across. Visually and physically impaired may either type, record or dictate their work.

ACTIVITY #15

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#8	All (may have to adapt for hearing, speech, visually and physically impaired).	Paper, pencils	½ day	Have a class discussion on why people with the same problem might solve it differently.

Directions: Have students research a problem they select and list the alternatives for solving the problem and decide which is the best for the given situation.

How to Adapt: Present directions visually to non-lip-reading, hearing impaired. If research materials are not available in a form that the visually impaired can read, either have it recorded for them or have someone read it to them. Encourage speech impaired to participate verbally during class discussions and write student responses on the board for the hearing impaired. Visually and physically impaired may either type, record or dictate their work, if they are unable to write.

ACTIVITY #16

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#8	All (may have to adapt for hearing, speech, visually and physically impaired).	None	1 hr.	Have a class discussion on advantages and disadvantages of group vs. individual decision-making.

Directions: Have students role-play the decision-making process in groups of four solving the problem.

How to Adapt: Present directions visually to non-lip-reading, hearing impaired. Encourage students to speak slowly and distinctly to more fully involve the hearing impaired and encourage the speech impaired to participate verbally. Have visually impaired sit near the front during class discussions and record student responses on the board for them.

ACTIVITY #17

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#9	All (may have to adapt for hearing, visually, speech and physically impaired).	Paper, pencils	3 hrs.	Have a class discussion on the the elements of production that contribute to the cost of the items their family uses.

Directions: Have students keep a list of the items used by their family for one week and their costs.

How to Adapt: Present directions visually to non-lip-reading, hearing impaired. Visually and physically impaired may either type, record or dictate their work. Encourage speech impaired to participate verbally during class discussions and write student responses on the board for the hearing impaired. Encourage the verbal involvement of speech impaired students.

ACTIVITY #18

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#9	All (may have to adapt for visually and physically impaired).	Paper, pencils	1 hr.	Have students list ways the consumer depends on the producer and the ways the producer depends on the consumer.

Directions: Have students list 5 products used by the family and name the occupations involved in producing each product.

How to Adapt: Present directions visually to non-lip-reading, hearing impaired. Visually and physically impaired may either type, record or dictate their work.

ACTIVITY #19 (a)

ORIGINATING A TV BROADCAST

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#10	All (may have to adapt for hearing and speech impaired).	None	1 hr.	Observe the facility with which students interact and praise positive behavior.

Directions: Have students meet and decide as a group what kind of TV show they want to produce. Possibilities include a newscast, weather report, sports cast, game show, soap opera, interview, play, or theme show such as health science, history, human relations, etc.

How to Adapt: Encourage the involvement of impaired students to the degree possible during the group decision-making. Praise positive behaviors when they occur during the group meeting. Have hearing impaired students situated near the center so as to best hear and take part in the interaction with other impaired students situated near-by rather than on the fringes in order to maximize the probability of their participation.

ACTIVITY #19 (b)

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#10	All (may have to adapt for hearing, speech, visually and physically impaired).	Paper, pencils	1 day	1. Check students work to see that each group is working on the correct task. 2. Observe the adequacy with which students interact-praise positive behaviors.

Directions: Divide students into groups and have them write a script. This can be done by first deciding as a class, what the over-all format will consist of then having the smaller groups write different portions of the script.

How to Adapt: Present directions visually to non-lip-reading, hearing impaired. Visually and physically impaired may either type, record or dictate their work. Have hearing impaired students situated near the center of the group in order to facilitate their hearing with other impaired students near-by rather than on the fringes in order to increase the probability of their participation. Encourage the verbal participation of speech impaired students.

ACTIVITY #19 (c) ORIGINATING A TV BROADCAST

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#10	All (may have to adapt for hearing, visually and physically impaired).	Paper, pencils, typewriter	2 days	Observe the accuracy of students' work.

Directions: Have the students meet as a group and combine the various portions of the script, and edit, type and proofread the final copy.

How to Adapt: Present directions visually to non-lip-reading, hearing impaired. For visually impaired students who are unable to proofread, typing and editing may be their major contribution to the project. Physically impaired students who are unable to write or type may more realistically be involved in editing and proofreading with another student making the changes identified by the physically impaired student. Encourage students to speak slowly and distinctly in order to maximally involve the hearing impaired.

ACTIVITY #19 (d)

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#10	All(may have to adapt for hearing, visually and physically impaired).	Video camera, recorder, monitor and tape	2 days	Observe students to be sure they are using the equipment safely and correctly.

Directions: Have students set up the tape equipment and practice using it until they feel comfortable with it.

How to Adapt: Although visually impaired students may not be able to operate the video camera, they may be placed in charge of starting and stopping the machine on cue as may the hearing impaired. Physically impaired who are not able to operate the equipment may be placed in charge of offering suggestions as to the placing of equipment, adequacy of sound level, etc.

ACTIVITY #19 (e) ORIGINATING A TV BROADCAST

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#10	All (may have to adapt for hearing, speech, visually and physically impaired).	Props, video camera, recorder, monitor, and tape	2 days	Observe students to see that operations are being performed correctly.

Directions: Have students assign roles and tape the show.

How to Adapt: Remove barriers to physical mobility for visually and physically impaired. Assign acting roles to impaired students who are unable to operate equipment. Instruct hearing impaired students to respond to visual cues rather than purely auditory ones, while visually impaired should respond to auditory cues. Speech impaired students who are unable to make themselves understood verbally may be assigned to operate the equipment instead of acting.

ACTIVITY #19 (f)

Related Objective	To Which Handicapping Condition Suitable	Materials Needed	Time Required	Evaluation
#10	All (may have to adapt for hearing and visually impaired).	Recorder and monitor	1 day	1. Offer a critical analysis of the finished product. 2. Send film to TV station for critical analysis.

Directions: Have students view the film and make suggestions for improvements.

How to Adapt: If visually impaired students are unable to perceive the visual image, have them critique the auditory portion while hearing impaired students who are unable to hear the sound may critique what they are able to view. Encourage the speech impaired to participate verbally and write student responses on the board for the hearing impaired.

APPENDIX F

Curriculum, Grades 7-12

SEVENTH AND EIGHTH GRADE

I. Grade Objective

The seventh and eighth graders will become aware and explore occupations in communications in media through a series of individual and group learning activities, concentrated over a nine-week period of time. Seventy-five percent (75%) of the seventh and eighth grade students should be able to perform the following tasks at the conclusion of the year.

II. Subject Area Objectives

A. Reading

1. Students will increase their vocabulary by learning twenty (20) "new" words which they find in the newspaper, relating to communications in media.
2. Students will increase their vocabulary by learning "new" words in a typical television show or movie.
3. Students will score at least sixty-five percent (65%) on a teacher-devised examination which includes twenty (20) vocabulary words taken from the newspaper or magazine.
4. Given a group of twenty (20) items from the newspaper, the students will identify with seventy-five percent (75%) accuracy whether they are editorials, human interest articles, stories, or news articles. This applies to other media as well.

B. Spelling

1. Students will spell with seventy-five percent (75%) accuracy 30 "new" words relating to media occupations (especially radio, television, and journalism).

C. Science

1. Students will be able to construct with sixty-five percent (65%) accuracy one "instrument" used in a class presentation or production.
2. Students will draw with seventy percent (70%) accuracy a diagram of one of the tools in the media occupations.

3. Students will score at least sixty-five percent (65%) on a teacher-devised examination of twenty (20) "new" terms associated with telephone, telegraph, radio, and television; questions on lives of inventors of media tools/equipment (Morse, Bell, etc.); questions on parts of the telephone, telegraph, and other media tools.

D. Social Studies

1. Students will score at least sixty-five percent (65%) on a teacher-devised examination covering the history of the media industries (newspaper, printing, and other television industries).

2. Students will discuss the economics of the media industries (newspaper, radio, and television industries).

3. Students will list with sixty-five percent (65%) accuracy ten (10) major news stories which appeared in the local newspaper during one month...or the national news.

E. Math

1. Students will calculate the cost of publishing a newspaper using prices obtained from a supply house at publishing date; sixty-five percent (65%) of the students will be able to do this computation.

2. Students will compute with seventy-five percent (75%) accuracy, the cost of publishing a newspaper, and determine with seventy-five percent (75%) accuracy, profit from the school newspaper (junior high or high school).

F. Language

1. Students will describe with seventy-five percent (75%) accuracy the format of the local newspapers.

2. Students will write with sixty-five percent (65%) accuracy "thank-you" letters to resource persons.

3. Students will write or dictate human interest stories, news articles or editorials.

4. Students will score at least seventy percent (70%) or higher on a teacher-devised examination which includes questions concerning the media industries' (other than newspapers) use of language.

III. Career Objectives

Objectives	Related Activities
A. Self Awareness 1. By the end of the eighth grade, students will be able to recognize and evaluate their own unique qualities and accept some differences that cannot be changed.	1,2,3,4,5,6,7,8,9,10
B. Career Awareness 2. By the end of the eighth grade students will have increased familiarity with 15 occupations in communications and media through hands-on experiences.	11,12,13,14,15,16,17,18,19,20,21,22,23,24,25
C. Social Awareness 4. By the end of the eighth grade, students will have acquired effective communication and listening skills.	26,27,28,29,30,31,32,33,34
5. By the end of the eighth grade, students will recognize the importance of different social, cultural and community groups.	33,34,35,36
D. Specific Skills	
Values Clarification 6. By the end of the eighth grade, students will be able to identify their values and their relationship to lifestyles.	37,38,39,40,41
Decision-making 7. By the end of the eighth grade, students will be able to explain what decisions are, the importance of good decision-making skills, and the value of good decision-making skills to personal, social and career decisions.	42,43,44,45
Economic Awareness 8. By the end of the eighth grade, students will have an understanding of some of the operations of our economic system, including the concepts of money, banking and production.	46,47,48,49,50

	Related Activities
Job-Getting Skills 9. By the end of the eighth grade, students will be familiar with some of those skills leading to securing employment.	51,52,53,54,55
Job-Keeping Skills 10. By the end of the eighth grade, students will be familiar with some of those skills leading to successful on-the-job performance.	56,57,58,59,60

I. SELF AWARENESS

Date Assigned_____

Date Completed____

ACTIVITY 1

Picture of Self

OBJECTIVE: Students will draw a self-portrait from which they will draw conclusions about their self-concepts

COMPLETION TIME: 1 class period

EQUIPMENT AND MATERIALS: Paper, Crayons, Pencils, Paints, Tape, Construction paper

INSTRUCTIONS:
1. Draw a picture of what you feel you look like.
2. Include physical and emotional appearances.

REVIEW/EVALUATION:
1. Do you really look like your picture?
2. Does your picture show how you feel about yourself?
3. Why or why not?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present directions to non-lip-reading hearing impaired visually and have them and visually impaired students sit in a front seat. Have the visually and physically impaired fashion a self-portrait from clay or other materials that they are able to manipulate. The evaluation activity may be conducted orally or in writing. If writing is required, visually and physically impaired may dictate their responses to a classmate, tape their responses or type them. If the evaluation is done orally, encourage the speech impaired to participate verbally. Be particularly supportive of impaired students with poor self-concepts.

Date Assigned _____

Date Completed ____

ACTIVITY 2

Personality Checklist

OBJECTIVE: Students will assess their personality traits.

COMPLETION TIME: 15 minutes

EQUIPMENT AND MATERIALS: Pencils, checklists

INSTRUCTIONS: Rate yourself in the following areas:

	Excellent 1	Good 2	Fair 3	Poor 4
1. Courtesy and good manners				
2. Neatness and cleanliness				
3. Cooperativeness				
4. Cheerfulness				
5. Mix well with a group				
6. Honesty				
7. Even tempered				
8. Dependable				
9. Good listener				
10. Unselfish attitude				
11. Posture				
12. Health				
13. Loyal to friends				
14. Sportsmanship				
15. Ability to get along with others				
16. A sense of humor				
17. Ability to adjust to new people and new situations				
18. Broad-mindedness				
19. Generosity				
20. Ambition to succeed				

REVIEW/EVALUATION:

1. List the areas that you feel you need to improve on.

2. List some things you can do to improve on those areas.

3. How do you rate your personality overall -- Excellent, Good, Fair, Poor? (Circle one)

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. The chart can be tape-recorded for the visually impaired leaving enough time between items for them to respond. The physically impaired may either dictate, record or type their responses if they are not able to manipulate a pencil.

Date Assigned _____
Date Completed ____

ACTIVITY 3

Knowing Yourself and Others

OBJECTIVE: Students will assess their characteristics by putting together an album about themselves.

COMPLETION TIME: 2 - 3 class periods

EQUIPMENT AND MATERIALS: magazines, paints, construction paper, scissors, glue, pencils, ribbon, etc.

INSTRUCTIONS: (Check each item as completed)

_____1. Think of ideas that would describe to others who you are -- your personality, values, goals, abilities, hobbies, physical traits, interests and attitudes.

_____2. Using the magazines and art materials, make a booklet which will tell Who You Are. For example:

a person smiling - pleasing personality
dancer - ability
football player - ability
sewing machine - hobby
motorcycle - hobby
sports car - value
money - value
cigarette ad - attitude

Note: If you are artistic you may prefer to draw some of your examples.

_____3. After gathering examples, take several sheets of paper and fold them in half.

_____4 Staple them together in booklet form.

_____5. Write your name on the front cover and make any other design you like.

_____6. Put the materials you gathered about yourself in your booklet.

_____7. Present your project to the class as directed by the teacher.

REVIEW/EVALUATION:

1, If you could change anything about yourself, what would it be?

2. How does knowing yourself help you to understand others better?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Encourage the visually and physically impaired to think of and search for objects that they might tape or glue in their booklet, or have them make objects from clay, construction paper or other materials. You may also have them either type their title or paste on raised letter cut-outs. During presentations, write students' comments on the board for the hearing impaired and let them and the visually impaired touch and examine the booklets if possible. Encourage the speech impaired to present their projects verbally even if they are not always understood. Encourage the class to be patient, understanding and supportive of their efforts.

Date Assigned_____

Date Completed____

ACTIVITY 4

Taking a Finger Dexterity Test

OBJECTIVE: Students will assess their finger dexterity by taking a finger dexterity test

COMPLETION TIME: 20-30 minutes

EQUIPMENT AND MATERIALS:

1. Bolt board with holes
2. Two containers with bolts and screws
3. Stop watch

INSTRUCTIONS: (check each item as completed)

_____1. Have someone time each operation.

_____2. Take bolts and screws from one container and fit them into the holes on the right side of the board.

_____3. Repeat same operation using the left side of the board.

Time for the right hand __________Minutes__________Seconds

Time for the left hand __________Minutes __________Seconds

REVIEW/EVALUATION: List 3 activities you engaged in today in which finger dexterity was needed.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

1. All manual and mechanical jobs
2. All occupations that require use of hands and fingers

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Allow the visually impaired to thoroughly examine the board, bolts and screws by touching them before they are timed. Have physically impaired students who are not able to manipulate the bolts and screws time other students. For the evaluation activity, have them list (dictate, record, or type) 3 ways in which they adapted to circumstances requiring finger dexterity.

Date Assigned_____

Date Completed____

ACTIVITY 5

Taking Perception Tests

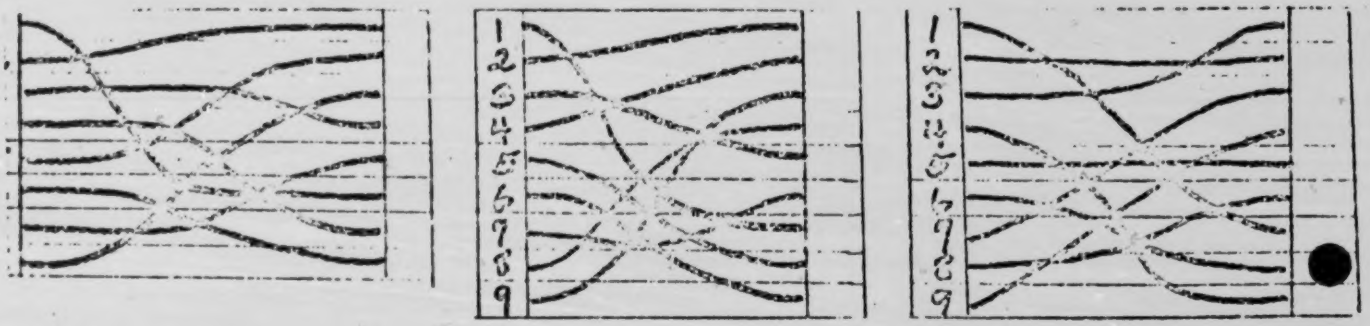
OBJECTIVE: Students will assess their perceptual ability by taking a perception test.

COMPLETION TIME: 5 minutes

EQUIPMENT AND MATERIALS: Pencils, Stop watch or watch with second hand

INSTRUCTIONS: (Check each item as completed)

_____1. Follow the lines and place number at end of line which is same at beginning of line.
_____2. Do practice set first.
_____3. Have someone in your group time you and record the seconds.



REVIEW/EVALUATION: List 3 examples of how good perception helped you today.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present directions to non-lip-reading hearing impaired visually and have them and the visually impaired sit in a front seat. For visually impaired and for some physically impaired, devise a perceptual chart made of wires instead of lines. For physically impaired who cannot perform the operations required, assign them the task of timing other students. Visually and physically impaired may either dictate, record, or type the evaluation question.

Date Assigned_____

Date Completed____

ACTIVITY 6

Interest Questionnaire

OBJECTIVE: Students will assess their interests by completing an interest questionniare.

COMPLETION TIME: 30 minutes

EQUIPMENT AND MATERIALS: pencils

INSTRUCTIONS: (Check as completed) These activities are sometimes done by students in class, or on their own time. Check the items you have done during the past year, on your own. Do not check those things you were assigned.

_____1. Collected rocks
_____2. Made leaf prints
_____3. Wrote a poem
_____4. Visited a zoo
_____5. Explored a cave
_____6. Drew a map
_____7. Painted a scene
_____8. Drew cartoons
_____9. Designed a piece of jewelry
____10. Wrote a letter
____11. Engaged in bird watching
____12. Photographed something
____13. Organized a group (helped)
____14. Counted the age of a tree
____15. Attended a science fair
____16. Used a chemistry set
____17. Studied the history of any community, state, etc.
____18. Pantomimed anything
____19. Played a word game
____20. Kept a collection of my writings
____21. Wrote a song or jingle
____22. Produced a puppet show
____23. Kept a diary for at least a month
____24. Used Roget's *Thesaurus* or some other book in addition to the dictionary
____25. Recorded on a tape recorder an oral reading, dialogue, story, discussion, or the like
____26. Found errors in fact or grammar in newspaper or other printed matter
____27. Acted in a play or skit
____28. Directed or organized a play or skit
____29. Made up a musical composition for some instrument
____30. Made up a new game and taught it to someone else
____31. Pantomimed some story
____32. Acted out a story with others

ACTIVITY 6 (Continued)

Interest Questionnaire

______33. Played charades
______34. Made up an original dance
______35. Read a science magazine
______36. Read a science book
______37. Printed photographs
______38. Grew crystals
______39. Made a leaf collection
______40. Made a wildflower collection
______41. Made an electric motor
______42. Made a musical instrument
______43. Planned an experiment
______44. Dissected an animal
______45. Grafted a plant or rooted one from a cutting
______46. Distilled water
______47. Used a magnifying glass
______48. Made ink
______49. Started a fire with a lens
______50. Used a magnet
______51. Raised rats, mice, rabbits, or guinea pigs
______52. Collected insects
______53. Kept a daily record of the weather
______54. Kept a science notebook
______55. Kept a science scrapbook
______56. Produced static electricity
______57. Constructed a model airplane
______58. Designed a model airplane
______59. Made a stamp collection
______60. Made a collection of postmarks
______61. Organized or helped to organize a club
______62. Served as officer in a club organized for boys and girls
______63. Figured out a way of improving a game we play at school or home
______64. Figured out a way of improving the way we do something at home
______65. Figured out a way of improving the way we do something at school
______66. Solved a problem about getting along with my parents
______67. Solved a problem about getting along with other boys and girls
______68. Helped act out some historical event
______69. Found out about the way some government agency operated
______70. Found out about the history of my city or community
______71. Wrote a letter to someone in another country
______72. Wrote a letter to someone in another state
______73. Made a map of my community
______74. Made my own decision about the use of money
______75. Asked questions about the way some business operated
______76. Sketched landscape with pencil and/or charcoal
______77. Designed stage settings for play or skit
______78. Developed a design for cloth
______79. Illustrated a story of my own or one in a book

Interest Questionnaire

_____80. Made a plaster mold with which clay objects can be cast
_____81. Designed greeting card for some holiday or special event
_____82. Made linoleum cuts
_____83. Made block prints in color
_____84. Made a water color painting of a familiar scene
_____85. Made an oil color painting of a familiar scene
_____86. Made animal figures in the paper sculpture technique or paper mache
_____87. Made a toy for a child
_____88. Built a scale model of a park, playground, farm, etc.
_____89. Made a wood carving
_____90. Made a soap carving
_____91. Made basket for ornamental purposes
_____92. Drew up plans for an invention, apparatus, etc.
_____93. Made up a recipe for some kind of food dish (meat, salad, dessert, etc.)
_____94. Made an illustrated map of a local community

Describe below any other things you may have done on your own.

REVIEW/EVALUATION:
1. List the 3 activities you enjoy doing most.
2. Could these activities be useful in a job? How?

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Record the list for the visually impaired or have another student read the list to them and check the ones they engage in. The physically impaired may record, dictate, or type their responses if they are unable to manipulate a pencil. The evaluation questions may either be dictated, recorded or typed.

Date Assigned_____

Date Completed____

ACTIVITY 7

Hobby Display

OBJECTIVE: 1) Students will assess their abilities in a chosen area of interest;
2) Students will explain the difference between hobbies and jobs.

EQUIPMENT AND MATERIALS: paper, pencil, paste, art paper, small toys, magazines, scissors, dictionary, show card, ruler, magic markers, resource books

INSTRUCTIONS: (Check each item as completed)

_____1. Describe your hobby or interest area to the group.
_____2. Those who have similar interest areas form a group.
_____3. Each group will organize and decide how it wants to display or illustrate the chosen area.
_____4. Next, choose a section in the room where you can display your work. This may include a table and/or bulletin board.
_____5. After each group has completed its work, take turns presenting the finished product.

REVIEW/EVALUATION: 1. How might your hobby help you get a job?
2. Do you think you would enjoy a job more if it was related to your hobby or interest area?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: Any job

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Encourage the speech impaired to participate verbally, using props, gestures, etc. to get points across only when necessary. Check the groups to see that impaired students are involved in making group decisions. During group exercises, have students write down comments or use gestures to keep the hearing impaired informed and write student comments on the board for them during oral presentations.

Date Assigned_____

Date Completed____

ACTIVITY 8

Write an Autobiography

OBJECTIVE: Students will assess themselves by writing an autobiography

COMPLETION TIME: 30 to 50 minutes

EQUIPMENT AND MATERIALS: pen or pencil, notebook paper, manila folder, autobiography outline, dictionary

INSTRUCTIONS: (Check each item as completed)

_____1. Find the definition for the word autobiography in a dictionary.

_____2. Read the outline for an autobiography.

_____3. Write your own autobiography. The length of the paper is to be determined by you. Try to cover all of the topics which were mentioned in the outline.

_____4. Ask a friend to read your paper when you have finished. Try to answer any questions they may have.

_____5. Turn in the paper to your teacher at the end of the class.

REVIEW/EVALUATION: 1. What skills did you use in completing this activity?

2. What did you learn about yourself?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Record the activity and instructions for the visually impaired. Have the visually and physically impaired either dictate, record, or type their autobiography and evaluation exercise. For item #4 in the instructions, have students read their papers to students who are non-reading and/or visually impaired.

OUTLINE FOR CRITICAL AUTOBIOGRAPHY

Directions: Write about yourself as frankly as you can, trying to give a true picture. Use the following framework, but make your write-up as long or as short as you wish.

THE PRESENT - What Kind of a Person Are You?

A. Are you emotionally mature?

1. Able to make and keep friends
2. Able to make decisions
3. Able to accept responsibility
4. Able to bring personal problems out in the open and discuss them frankly with someone
5. Able to "win" modestly and "lose" gracefully, without alibis
6. Able to carry on everyday duties even while under strain or when you dislike what you have to do

(Please add any other ways you think emotional maturity is measured, and discuss your strengths and weaknesses)

B. Is your life well balanced?

Foundations include:
1. An educational or vocational goal that holds your interest and keeps you working hard at it.
2. Worthwhile leisure time activities which are a change from your work.
3. Comrades in your work and play.
4. A religious faith or philosophy of life - something to live up to, and to lean on in time of crisis.

Shock absorbers include:
1. An ability to relax whenever you want and need to.
2. A sense of humor to keep you from taking life and yourself too seriously.

Attitudes include:
1. Facing reality -- facing facts; doing the job that's got to be done — not procrastinating or escaping from situations.
2. Being sympathetic to those less fortunate than yourself -- not indulging in self-pity
3. Trying to expand your areas of interest -- not staying in a rut
4. Trying to cultivate a love of beauty -- enjoying nature, art, music, etc.

ACTIVITY 8 (Continued)

Write an Autobiography -- Outline

THE PAST - How Did You Get This Way?

1. What influences in your heredity and environment have molded you?
2. Are your moods, likes and dislikes, habits and behavior similar to mother, father, brothers or sisters?
3. Did your success or failure in school affect the way you feel about book learning or about yourself as a person?
4. Do you remember any teachers or adults who did a lot for you when you were in elementary school?
5. Do you have any happy or unhappy experience in your childhood that made a vivid impression on you, that helped to make you the way you are?

THE FUTURE - What Do You Hope to Become?

1. What are you striving for?
2. What would you like to be ten years from now?
3. Do you think you will be able to achieve your goal?
4. If not, what second best goal can you reach which would be satisfactory?
5. Do you think you will be happy?

Date Assigned_____

Date Completed____

ACTIVITY 9

Self Expression Through Creativity

OBJECTIVE: Students will gain an assessment of their creativity by taking a creativity test

COMPLETION TIME: 20 minutes.

EQUIPMENT AND MATERIALS: Sheet of paper, pencil, picture file

Note to teacher (Box which contains tennis ball, miniature house, or any other objects to be written about)

INSTRUCTIONS: (Check each item as completed)

_____1. Think about a tennis ball or a house and try to pretend you are one.

_____2. You are to write at best a page on the topic, "A Day in the Life of a Tennis Ball" or "A Day in the Life of a House". You may use the objects in the box provided to look at.

_____3. The purpose is to be as creative as you can. Use your imagination. You may write a poem, or you may assume you are a tennis ball or the house and relate what happens to you. You can write what the tennis ball or house hears, etc. You may draw illustrations if you like.

_____4. You're on your own now -- let your imagination wander! Turn your paper in to the teacher when you finish.

_____5. A reward will be offered by the teacher for the most creative paper.

REVIEW/EVALUATION: 1. Did you find that you had creative ability you didn't know about?

2. How might you like to use creativity in a job?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Name the objects for the visually impaired as they touch and examine them. Allow the visually and physically impaired to either dictate, record or type their papers and the answers to the evaluation questions.

Date Assigned_____

Date Completed____

ACTIVITY 10

"Self-Confidence Chart"

OBJECTIVE: Students will make an assessment of things they do well and things they need improvement on.

COMPLETION TIME: 20 minutes.

EQUIPMENT AND MATERIALS: pencils

INSTRUCTIONS: List things you can do under the heading "What I Can Do." Put a check mark (✓) under the proper heading to show whether you do whatever you list, very well or fairly well.

"What I Can Do Well"	Very Well	Fairly Well

ACTIVITY 10 (Continued)

"Self-Confidence Chart"

REVIEW/EVALUATION: 1. List the three things you do best.

2. List three things you need to improve on.

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Either tape or read the directions for the visually impaired and have them and the physically impaired either dictate, record, or type their responses to the activity and the evaluation questions.

II. CAREER AWARENESS

Date Assigned _____

Date Completed _____

ACTIVITY 11

Sports Reporting

OBJECTIVE: The student will originate a sports news article within an allotted deadline.

COMPLETION TIME: 60 minutes

EQUIPMENT AND MATERIALS

1. Note pad
2. Pencil
3. Typewriter } optional
4. Typing paper } optional

INSTRUCTIONS: (Check each item as completed)

___ 1. Interview school coach and several players making notes and quotes about this year's ball season.

A. How many starters do you have returning? ____________

B. What is the size of the squad this year? ____________

C. Have you decided on starting positions? If so, list them.

____

____

____

____

D. How is the team spirit? ____________

E. What is your season schedule? ____________

____

____

___ 2. Write a news article from interview notes in longhand.

___ 3. Show the article to the teacher for suggestions and approval.

___ 4. Make any needed changes. (Edit)

___ 5. Type double spaced on plain paper. (Can rewrite as needed)

___ 6. Proofread and make corrections.

___ 7. Give to two classmates for reading.

REVIEW/EVALUATION:

1. What skills are needed for this job?

2. Which of those skills that you listed in number 1 do you have?

3. Would you enjoy being a sports reporter?
Why or why not?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

Journalism, Writing, Proofreading, Announcing, Public Relations

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Record the instructions for the visually impaired and have them record their interviews. Have the hearing impaired get answers to their interview questions in writing from the interviewees if they are not able to lip read or interpret gestures. The speech impaired might present their questions in writing if verbalization and gestures are not understood by interveiwees. Encourage impaired students to exercise initiative in setting up their own interviews but give assistance where needed. The evaluation exercise may be either dictated, taped, or typed if visually and physically impaired are not able to write it.

Date Assigned ______

Date Completed _____

ACTIVITY 12

TV Work

OBJECTIVE: A group of students will be able to originate a television broadcast of not more than five minutes.

COMPLETION TIME: 1 week

EQUIPMENT AND MATERIALS

1. Paper & pencil
2. Props (as necessary)
3. Videotape camera and recorder
4. Monitor
5. School TV

INSTRUCTIONS: Check off tasks as you complete them.
Everyone as a group do 1 out of the following 7 broadcasts.
Everyone has to be in the broadcast and help to produce it.

1. A newscast (time limit: 2-3 minutes)
2. A weather forecast (time limit: 2-3 minutes)
3. Sports broadcast (time limit: up to 5 minutes)
4. Game show (time limit: up to 5 minutes)
5. Soap opera (time limit: up to 5 minutes)
6. Interview--man on the street (time limit: up to 5 minutes)
7. Write & direct own play (time limit: up to 5 minutes)

ACTIVITIES (Check each item as completed)

___ 1. View video examples of real broadcasts using available TV in school.

___ 2. Decide as a group which broadcast you want to do.

___ 3. Write a detailed script. Find all props, costumes, etc.

___ 4. When your script is ready, present to the production manager or teacher.

___ 5. Schedule a time for taping. Have everything ready and organized.

___ 6. Tape.

___ 7. Arrange a time for the class to view tape.

___ 8. Show the tape and ask for suggestions to improve.

REVIEW/EVALUATION:

1. List all the jobs that went into making the production.

2. Which of the jobs would you enjoy doing?

3. List the skills necessary for the jobs you listed in number 2.

4. Which of the skills listed in number 3 do you have?

5. Would you enjoy a job in TV?
   Why or why not?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

Journalism, Public Speaking/Announcing, Writing, Proofreading

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Make sure that all group members have a role in the production. Although it is probably unrealistic for visually impaired students to operate the video-camera, they could participate in script writing by dictating, recording, or typing some or all of the script as well as acting in the production. The hearing impaired, depending on the severity of the impairment may operate the video-camera after having read detailed instructions and observed someone else operating it. Their major role would probably be in script-writing and editing. If physically impaired students are unable to manipulate the equipment, involve them in the acting and the script-writing using either dictation, recording, or typing.

Date Assigned ______

Date Completed _____

ACTIVITY 13

Radio Broadcasting/Advertising

A group of students (3) will originate a 10-minute radio show to be recorded on audio tape.

Completion Time: 2 days

EQUIPMENT AND MATERIALS

1. Cassette recorder and tape
2. Paper & pencil
3. Any necessary sound effects

INSTRUCTIONS: In two days your group is to produce a radio show of approximately 12 minutes in length. You are to include news, sports, weather, and at least three commercials. You may also include additional commercials, horoscopes, news bulletins, time, etc. You must also choose call letters and dial numbers for your station.
(W-DJS BURLINGTON)

ACTIVITIES (Check each item as completed)

Day 1: ____ Read a news article on tape and listen to it. You'll be coming on "cold" and will probably make mistakes. Don't worry, you'll improve with practice. Limit your time to three minutes and listen to it.

____ Create articles for your broadcast--must include news, sports, and weather. Work together with your group to decide who will do what. Each person must do a commercial. You may include more commercials, horoscopes, if needed.

____ Prepare on notebook paper a copy of your broadcast:

1. News--name of story, by whom
2. Commercial--what and who's doing
3. Sports
4. Weather
5. Commercial
6. Time
7. Sign off

Day 2: ____ Finish schedule and show to your teacher for approval.

____ Begin taping your show--make sure everyone knows when they come on. Time your tape--don't make any one item too long, it will put your listeners to sleep!

____ Listen to your tape and see where you need improvements. Remember, your next tape will be the real thing.

____ Actual taping of your show. Your group will have separate rooms to tape in.

____ Listen to your final broadcast.

____ Make an evaluation of your broadcast. Include your weaknesses and strong points.

REVIEW/EVALUATION:

1. List all the jobs that went into making the production.

2. Which of the jobs would you enjoy doing?

3. List the skills necessary for the jobs you listed in number 2.

4. Which of the skills listed in number 3 do you have?

5. Would you enjoy a job in radio broadcasting or advertising? Why or why not?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

Journalism, Public Speaking/Announcing, Writing, Advertising, Proofreading

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired and have them and visually impaired students sit in a front seat. Amplify the sound, using headphones, for the taping activities. If hearing is so impaired that listening is not possible, involve these students in timing the tapings, choosing articles, or operating the machinery. Make sure that visually impaired students have had the opportunity to touch and examine the equipment and have practice in operating it before the actual taping.

Tape the article they are supposed to read or have it typed or printed in braille or raised letters. Involve the hearing impaired in the script-writing making sure that other group members communicate with them in writing or by gestures and sign language. Have the hearing impaired evaluate the parts of the broadcast that they were able to hear clearly. If they were not able to hear the broadcast, have them evaluate the script.

Encourage the speech impaired to consider realistically the speech requirements for this area and to compare these with their own abilities. If they are seriously interested in broadcasting, encourage them to focus on other areas of broadcasting that do not have stringent speech requirements. The visually and physically impaired may either dictate, record, or type their evaluation exercise.

Date Assigned ______

Date Completed _____

ACTIVITY 14

Commercial Designing

OBJECTIVE: The student will be able to make a three-colored design of his/her choosing.

COMPLETION TIME: 40 minutes

EQUIPMENT AND MATERIALS:

1. Spirit duplication masters (purple, red, green)
2. Copy paper (or white sheet from spirit masters--but can't be traced through)
3. Stencils (lettering)
4. Coloring or design books
5. Ballpoint pen
6. Pencil
7. Ruler
8. Index cards (3" x 5", 4" x 6", or 5" x 8")
9. Spirit duplicator (AB Dick 212 G or substitute)

INSTRUCTIONS: (Check each item as completed)

____ 1. Create a design or find one to trace for use on an index or recipe card. (Include wording if desired)

____ 2. Using the copy paper, lay-off the size of the card to be printed.

____ 3. Within this laid-off area, use a pencil to trace your design in the appropriate location.

____ 4. Separate the white and carbon sheets of the spirit masters to be used. Discard the white sheets.

____ 5. Lay the copy paper with the traced design over the carbon color desired and trace your design firmly with a ballpoint pen, changing the carbon as you want to change color.

____ 6. When copy is complete, duplicate it using the basic instructions for Spirit Duplicator operation, plus the following:

   a. Set the guide rails for the size cards to be used.
   b. Center on the cylinder the laid out area of copy paper (carbon up) according to the same measurements as guide rails.
   c. Run through only six cards at a time.

REVIEW/EVALUATION:

1. List the skills necessary to complete this activity.

2. Which of these skills do you have?

3. Would you enjoy a job in commercial design? Why or why not?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

Drafting, Design, Graphic Arts, Press Operations, Print Shop Helper, Media Industries, Advertising, Visual Arts

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Have the visually impaired use a distinct design, using tactile cues to center the design and trace it. Place different designs in tape on the containers of colored ink so that they can be distinguished easily. Have them touch and examine the machinery thoroughly, becoming familiar with it before time for the actual duplication. Have classmates give feedback as to the clarity and quality of the design as copies are duplicated. If physically impaired students are unable to manipulate pens and pencils, involve them by having them choose designs and make suggestions as to color and lay-out. Be sure that they can safely operate the equipment before allowing them to do so. Visually and physically impaired students may either dictate, record, or type the evaluation exercise.

Date Assigned ______

Date Completed _____

ACTIVITY 15

Bookbinding

OBJECTIVE: The student will be able to make a pad which may be used for keeping track of assignments.

COMPLETION TIME: 30 minutes

EQUIPMENT AND MATERIALS:

1. Tag board
2. White paper
3. Ruler
4. Glue
5. 1/4" staples
6. Heavy duty stapler
7. Scissors or paper cutter
8. Magic Marker
9. Fabric or colored construction paper

INSTRUCTIONS: (Check each item as completed)

___ 1. Measure and cut 2 pieces of tag board (3" x 5")

___ 2. Measure and cut 50 pieces of white paper (3" x 5")

___ 3. Place the white pieces of paper between the 2 pieces of tag board and staple at one of the 3" ends two times (allow 2" between staples).

___ 4. Cut library tape or cloth 1" x 3". Cover one side with glue.

___ 5. Place the tape over the stapled end, forming a binding covering the edge and staples of the assignment pad. Center it carefully.

___ 6. Use magic marker to title your cover page.

REVIEW/EVALUATION:

1. List the skills necessary to complete this activity.

2. Which of these skills do you have?

3. Would you enjoy a job in bookbinding?
   Why or why not?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

Bookbinding, Print Shop Helper, Media Industries, Librarian

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Provide the visually impaired with a ruler marked with raised numerals for the visually impaired and make sure they can safely use the stapler before allowing them to do so. Have them trace letter cut-outs for their title page. If there are physically impaired students who are not able to manipulate scissors, consider having them use a paper cutter if they can do so safely. Titles for their pads can either be made from pasted-on letter cut-outs or typed. Visually and physically impaired may either dictate, record, or type their evaluation exercise.

Date Assigned ______

Date Completed _____

ACTIVITY 16

Travel Agent

OBJECTIVE: The student will plan and take a trip for a group of five to a place of interest around town.

COMPLETION TIME: three days (or 90 minutes, approximately, if trip cannot be taken)

EQUIPMENT AND MATERIALS:

1. Map
2. Calendar
3. Transportation
4. Lunch facilities
5. Departure and arrival times
6. Letters of approval

INSTRUCTIONS: (Check each item as completed. If trip cannot be taken, complete items 1-6.)

___ 1. Have students list interesting sites they plan to visit.

___ 2. Find out how many will go on field trip.

___ 3. Using expense information, compute distance and cost per student for travel.

___ 4. Fill out itinerary starting with departure and ending with return to school (include time visiting sites).

___ 5. Plan lunch: when, where and cost per student.

___ 6. Get plans approved by teacher.

___ 7. Send home letters for parents' approval and signature.

___ 8. Get your teacher to compile a list of questions to look for at each stop.

___ 9. Upon your return, you will compile a list of occupations viewed while on the field trip.

SCHEDULE:

Day One: Items 1-6

Day Two: Items 7-8

Day Three: Item 9

REVIEW/EVALUATION:

1. List the skills necessary to complete this activity.
2. Which of these skills do you have?
3. Would you enjoy a job as a travel agent?
   Why or why not?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

Advertising, Public Relations

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Have visually and/or physically impaired use an abacus or cut-out numerals in making their calculations. If trips are taken, check beforehand to see that there are no barriers to physical mobility for the physically and visually impaired both in the transportation to the site and the site itself. Provide numerous oral explanations of the visiting sites for the visually impaired and visual information for the hearing impaired. The visually and physically impaired may either dictate, record, or type the evaluation exercise.

Date Assigned ______
Date Completed _____

ACTIVITY 17

Silkscreen Printing

OBJECTIVE: The student will originate a design and print it on paper using the silkscreening process.

COMPLETION TIME: 30 minutes

EQUIPMENT AND MATERIALS:

1. Silkscreen frame
2. Silk
3. Lacquer film paper
4. Exacto knife
5. Putty knife
6. Paper
7. Lacquer thinner
8. Squeegee
9. Design
10. Paper towels
11. Paper cutter
12. Masking tape
13. Ink for printing (water)
14. Small piece of cloth

INSTRUCTIONS (Check each item as completed)

___ 1. Select or create an appropriate design.

___ 2. Place design on pre-folded paper. (finished size)

___ 3. Secure lacquer film paper over design. (with tape)

___ 4. Cut out the part of design to be printed.

___ 5. Fasten silk to frame with staples.

___ 6. Place lacquer film paper under silk and adhere lacquer to silk by wetting a small piece of cloth with lacquer thinner and rubbing a small area until all is adhered.

___ 7. Remove the wax paper from back, and place masking tape around edge of film.

___ 8. Block out face side of screen with paper and masking tape.

___ 9. Set register on screen base with tape.

___ 10. Place a small amount of ink on screen with putty knife.

___ 11. Place a paper under screen (fold each sheet as pre-folded one is) and print with squeegee.

REVIEW/EVALUATION:

1. List the skills necessary to complete this activity.

2. Which of these skills do you have?

3. Would you enjoy a job in silkscreen printing?
Why or why not?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE USEFUL:

Drafting, Design, Graphic Arts, Advertising, Visual Arts

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Allow the visually impaired to thoroughly inspect and examine the equipment they will use beforehand. Encourage them to use tactile cues for placing, centering, and applying lacquer and ink. Encourage the physically impaired to perform as many of the operations as they can safely. Minimize the amount of detailed work they will have to do by having them choose simple, distinct designs if they are creating their own. Visually and physically impaired students may either dictate, record, or type their evaluation exercise.

Date Assigned ______

Date Completed _____

ACTIVITY 18

Electrician

OBJECTIVE: The student will be able to splice together two pieces of electric wire.

COMPLETION TIME: 30 minutes

EQUIPMENT AND MATERIALS:

1. Wire strippers or knife
2. Electrical tape
3. Two 6" lengths of electrical wire
4. Soldering gun
5. Short length of resin core solder
6. Instructions for operating soldering gun

INSTRUCTIONS: (Check each item as completed. If no soldering gun is available, skip items 5-6.)

___ 1. Use wire strippers or knife to strip.

___ 2. Scrape each wire after insulation is peeled off.

___ 3. Cross bare ends of wire.

___ 4. Twist ends of both wires together, one around the other tightly.

___ 5. Heat wire connection with soldering gun. See instructions for operating soldering gun.

___ 6. Apply solder to connection; see that it melts around wires.

___ 7. Have your instructor approve your splice.

___ 8. Wrap connection with electrical tape overlapping remaining insulation.

___ 9. List on back of this sheet three academic subjects important in this work.

REVIEW/EVALUATION:

1. List the skills necessary to complete this activity.

2. Which of these skills do you have?

3. Would you enjoy a job as an electrician?
Why or why not?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

Radio and T.V. Repair, Broadcasting (Announcing)

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. For safety reasons, this activity is probably prohibitive for the visually and physically impaired, depending on the severity of the impairment. Be sure that all students who are involved in this activity are thoroughly familiar with the equipment and procedures. For those students who are not able to use the equipment safely, arrange another exploration activity for them in another area. Visually and physically impaired may either dictate, record, or type their evaluation exercise.

Date Assigned ______

Date Completed _____

ACTIVITY 19

Radio News Reporter

OBJECTIVE: The student will originate a news report concerning some event at school and record it on audio tape within a deadline.

COMPLETION TIME: 60 minutes

EQUIPMENT AND MATERIALS:

1. 1 cassette recorder with microphone
2. 1 cassette tape
3. Pencil
4. Paper

INSTRUCTIONS: (Check each item as completed)

___ 1. Find activities that are taking place in the school that would be of interest to others.

___ 2. Observe the activity and interview a person involved in the event.

___ 3. Take notes.

___ 4. Write the news program from your notes and check for errors in grammar.

___ 5. Record the news program on cassette tape.

___ 6. Play back the cassette tape for classmate(s) and evaluate for:

a. unnecessary pauses
b. pronunciation
c. speech level (volume)
d. tone
e. news value
f. listener interest

___ 7. After evaluation, improve and re-tape program.

___ 8. Listen to revision and evaluate.

REVIEW/EVALUATION:

1. List the skills necessary to complete this activity.

2. Which of these skills do you have?

3. Would you enjoy a job as a radio news reporter?
Why or why not?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

Journalism, Public Speaking/Announcing, Writing, Proofreading

F-Grade 7/8-40

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Hearing and speech impaired students may not be able to participate in the recording phase of their activity, depending on the severity of the impairment. Have them instead, involved in the other phases of reporting. Speech impaired students may present their interview questions in writing if they are unable to make themselves understood otherwise. Hearing impaired students may wish to get written responses from their interviewees if they are unable to understand them, whereas visually impaired students may wish to tape record their entire interview if they are unable to take notes. Visually and physically impaired may either dictate, record, or type their written activities.

Date Assigned ______
Date Completed _____

ACTIVITY 20

Disc Jockey

OBJECTIVE: The student will be able to originate a five-minute radio show segment about a record (which will also be played during the five minutes).

COMPLETION TIME: 60 minutes

MATERIALS:

1. Cassette recorder and tape
2. Record
3. Record player
4. Paper
5. Pencil

INSTRUCTIONS: (Check activities as you complete them.)

___ 1. Select a song(s) from the record. This song(s) will be the one you wish to introduce and play.

___ 2. Write a script for your introduction (before) and wrap-up (after) for your selection, including information about title, artist, label, when popular, etc.

Example: "Here's Bill Haley and the Comets with the first great rock and roll hit, Rock Around the Clock." Play record. "That golden oldie first made the scene in the movie, 'Blackboard Jungle' way back in 1955."

___ 3. Your recording, including introduction, selection, and wrap-up should last about five minutes.

___ 4. After recording, play back. You may rerecord if you feel that you can improve on your performance.

___ 5. Play to entire class if you would like and there is enough time.

REVIEW/EVALUATION:

1. List the skills necessary to complete this activity.

2. Which of these skills do you have?

3. Would you enjoy a job as a disc jockey?
Why or why not?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

Journalism, Public Speaking/Announcing, Writing

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired. Have headphones available for use by hearing impaired students. Those who are not able to hear clearly enough with the use of headphones may participate by helping to write the introduction and the wrap-up. Encourage the speech and hearing impaired to seriously evaluate their suitability for this type of activity by first having them participate if they wish to do so and then having them and other classmates comment on their performance. Visually and physically impaired may either dictate, record or type their written activities.

Date Assigned ______

Date Completed _____

ACTIVITY 21

Advertising

OBJECTIVE: The student will be able to design an advertisement for a product to be exhibited in a newspaper.

COMPLETION TIME: 60 minutes.

EQUIPMENT AND MATERIALS:

1. A piece of poster paper
2. Newspaper
3. Set of pencils (assorted colors)
4. Set of magic markers (assorted colors)

INSTRUCTIONS: (Check each item as completed)

___ 1. Look through the newspaper and pick out examples of printed advertisements.

___ 2. Ask yourself the following questions about the examples:

  a. Does the advertisement catch your eye?
  b. Does the advertisement sell the product?

___ 3. Pick a product of your choice to advertise.

___ 4. Using the newspaper to get ideas from, prepare an advertisement for your product on the piece of poster paper.

___ 5. Show the advertisement to a classmate(s) and ask them the following questions:

  a. Does the advertisement catch their eye?
  b. Does the advertisement make them want the product?

REVIEW/EVALUATION:

1. List the skills necessary to complete this activity.

2. Which of these skills do you have?

3. Would you enjoy a job in advertising?
   Why or why not?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

Drafting, Design, Graphic Arts, Teacher Aides, Visual Arts

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. If the visually impaired are unable to see newsprint, have them observe bulletin board or large displays for ideas. Provide them with wide-marking pencils and large letters to trace if they are unable to see smaller print. Allow the physically impaired to paste on objects or designs if they are unable to manipulate pens or pencils. They may also work cooperatively with another person, giving that person directions as to design, lay-out and color. Write student comments on the board for hearing impaired during class discussions. Visually and physically impaired students may either dictate, record, or type their evaluation exercise.

Date Assigned ______

Date Completed ______

ACTIVITY 22

Movie Projector Operator

OBJECTIVE: The student will be able to thread film on a projector, run the projector, and rewind the film.

COMPLETION TIME: 60 minutes

EQUIPMENT AND MATERIALS:

1. 16mm projector
2. Film for showing
3. Correct size of take-up reel
4. Screen

INSTRUCTIONS: (Check each item as completed)

___ 1. Take cover off projector.

___ 2. Plug in projector in nearest outlet.

___ 3. Unwind about 3 or 4 feet of film to be shown.

___ 4. Place film on right arm of projector, which is slightly raised. (See chart)

___ 5. Study illustrated directions for threading guide which is at right on the projector. (Go through each step, making sure film perforations fit over teeth on cogs.)

___ 6. Make sure film is tight around sound drum. (Check with instructor at this point.)

___ 7. Continue threading and attach film to take-up reel which is straight out from left side of projector. (See chart)

___ 8. Check to see if projector is on silent or sound.

___ 9. Turn on volume and adjust for loudness; adjust focus, if needed.

___ 10. After film is completely off original reel and on take-up reel, raise the arm with the take-up reel and attach film to original reel.

___ 11. Move to reverse position and then press rewind button. (On top of projector)

___ 12. After film has completely rewound, turn projector off, lower arms (by pressing buttons beside each).

___ 13. Unplug projector, wind cord and replace cover.

REVIEW/EVALUATION:

1. List the skills necessary to complete this activity.

2. Which of these skills do you have?

3. Would you enjoy a job as a movie projector operator?
   Why or why not?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: Photography

HOW TO ADAPT:

Present directions visually for non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. This activity may be prohibitive for the visually and hearing impaired, depending on the severity of the impairment. If the impairment is mild, have them participate and get feedback from teachers and classmates in a supportive atmosphere as to the adequacy of their performance. The physically impaired may also be unable to participate depending on the severity of their impairment and the degree to which it interferes with the safe operation of the equipment. Encourage impaired students who participate to exercise independence and initiative, yet asking for assistance when necessary. The visually and physically impaired may either dictate, record, or type their evaluation exercises.

Date Assigned ______

Date Completed _____

ACTIVITY 23

Photography (a)

OBJECTIVE: The student will be able to load a camera, using the instructions which the manufacturer of the camera provides.

COMPLETION TIME: 10 minutes

EQUIPMENT AND MATERIALS:

1. Camera (35mm)
2. Roll of film (620)
3. Pencil
4. Paper
5. Camera instruction booklet

INSTRUCTIONS: (Check each item as completed)

___ 1. Follow the instruction booklet for loading (putting film in camera).

___ 2. Turn indicator until "1" appears.

___ 3. Camera is ready for use.

Date Assigned ______

Date Completed _____

ACTIVITY 24

Photography (b)

OBJECTIVE: The student will be able to operate a camera so as to take a picture of an object (of the student's choosing) outdoors.

COMPLETION TIME: 10 minutes

EQUIPMENT AND MATERIALS:

1. Loaded camera
2. A subject for picture
3. Yardstick

INSTRUCTIONS: (Check each item as completed)

___ 1. Check camera to see that it is loaded.

___ 2. Take picture outside in sunlight.

___ 3. Have your back to the sun or have the subject facing the sun.

___ 4. Measure with yardstick number of feet from subject.

___ 5. Set the lens for the number of feet away from the subject.

___ 6. Hold the camera to eye and make sure subject is in center of eye viewer.

___ 7. Make sure you hold camera still as you snap picture.

___ 8. Depress button to take picture.

___ 9. Wind the camera so that the next number shows in the small window in the back.

REVIEW/EVALUATION:

1. List the skills necessary to complete these activities.

2. Which of these skills do you have?

3. Would you enjoy a job as a photographer?
   Why or why not?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

Photographic Processing, Graphic Arts

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired and have them and visually impaired sit in a front seat. Visually and physically impaired students may be unable to participate successfully in this activity, depending on the severity of the impairment. If the impairment is mild, encourage them to participate, getting feedback from teachers and classmates in a supportive atmosphere as to the adequacy of their performance. Visually and physically impaired students may either dictate, record, or type their evaluation exercise.

Date Assigned ______
Date Completed _____

ACTIVITY 25

Printing/Typesetting

OBJECTIVE: The student will be able to make a telephone directory listing for members of the class.

COMPLETION TIME: 60 minutes

EQUIPMENT AND MATERIALS:

1. Stencil or print set
2. Ditto masters
3. Duplicating machine
4. Typed list of names, addresses and telephone numbers.
5. Measuring stick

INSTRUCTIONS: (Check as completed)

___ 1. Look at list of classmates' names, addresses, and telephone numbers. See if all names are in alphabetical order.

___ 2. Print list of names in alphabetical order on ditto master, using one row per classmate. You will need to measure the longest name, address, and number to insure enough room in each column. Keep columns straight.

___ 3. Run copies on duplicator.

REVIEW/EVALUATION:

1. List the skills necessary to complete this activity.

2. Which of these skills do you have?

3. Would you enjoy a job as a printer/typesetter? Why or why not?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

Graphic Arts, Press Operations, Print Shop Helper, Media Industries, Proofreading, Teacher Aides

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. For visually impaired students, type or print student name, address and telephone number list in large letters and provide them with a ruler with large, raised numerals. See that visually and physically impaired students are able to operate the machinery safely before the activity is begun. Visually and physically impaired students may either dictate, record or type their evaluation exercise.

III. SOCIAL AWARENESS

Date Assigned ______
Date Completed ______

ACTIVITY 26

Initiating Relationships

OBJECTIVES: Students will 1) initiate relationships with others, 2) share with them initial thoughts and feelings, 3) take risks in revealing themselves to others, 4) experience a variety of ways to disclose oneself, 5) encourage openness, trust, risk-taking, and feedback with others.

COMPLETION TIME: 30 Minutes

EQUIPMENT AND MATERIALS: None

INSTRUCTIONS:

The following exercise is a micro-experience in initiating relationships. It is designed to enable you:

1. To initiate relationships with other individuals whom you do not know.
2. To share initial feelings and thoughts with other individuals.
3. To take risks in revealing yourself to other individuals.
4. To experience a variety of ways to disclose yourself to others.
5. To encourage openness, trust, risk-taking, and feedback with other individuals.

The activities are as follows:

1. Everyone stand up and mill around the room, making sure that you pass by everyone present. Greet each person non-verbally. This may be a handshake, a smile, a wink, a sock on the arm, or any other non-verbal way you may think of to say "hello." After five minutes of milling, find a person you don't know. If you know everyone present, find the person you know least well.
2. Sit down with the person; each of you then take 2 1/2 minutes to introduce yourself to the other. Do this by discussing the question of who you are as a person.
3. Turn around and find someone else near you whom you don't know or know least well of the other people present. Sit down with your new partner; each of you then take 2 1/2 minutes to discuss the most significant experience you have had recently.

4. Find someone else you don't know. Sit down with your new partner and take five minutes (2 1/2 minutes each) to exchange views on what you hope to accomplish by participating in this activity.

5. Find another person whom you don't know. Sit down with your new partner and take five minutes (2 1/2 minutes each) to share a fantasy or daydream that you often have. It may be connected with success, such as becoming President of the United States, or it may be connected with love, such as meeting an attractive boy or girl who immediately falls in love with you, or it may be about what you would like to do with your next vacation.

6. Now form a group no larger than ten or twelve individuals. Try to be in a group with as many of the individuals as you have talked with in the previous activities. In the group discuss:

   a. How you feel about the different members on the basis of the previous activities, first impressions, or past experience, if you knew them previously.

   b. Which activity you felt was most helpful in getting to know the person you were interacting with.

   c. What you feel you have learned from this exercise.

   d. What individuals in the group would need to share if you are to get to know them during this session.

   e. Anything else that seems relevant to initiating relationships. This may continue for as long as you would like.

TO THE TEACHER:

Alternative topics for discussion in pairs are these:

1. What animal I would like to be and why.

2. What song means the most to me and why.

3. What it is that I like most about myself.

4. How I would change myself if I had complete power to do so.

5. My most significant childhood experience was....

6. What my immediate impressions of you are....

7. The ways in which we are similar or different are....

REVIEW/EVALUATION:

1. Discuss as a class what you learned during this exercise.

KINDS OF JOBS IN WHICH THE INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired. Make sure that the classroom area contains no barriers to physical mobility for the visually and physically impaired. If there are visually impaired students who cannot recognize others by sight, have them ask people's names. Have other students use tactile cues to greet visually impaired students non-verbally. Encourage speech impaired students to communicate verbally, relying on gestures, props, etc., only as necessary. Encourage other students to communicate with hearing impaired students using as many visual cues as possible.

Date Assigned ______

Date Completed ______

ACTIVITY 27

Name Bingo

OBJECTIVE: Students will learn something about other members of the class

COMPLETION TIME: 15 minutes

EQUIPMENT AND MATERIALS: Pencils, "bingo" sheet

INSTRUCTIONS:

In each space write a classmate's name and something about that person. Example: Mary likes basketball. Jim has blue eyes. Continue until you have written something about each classmate.

REVIEW/EVALUATION

1. Discuss in class your responses.
2. How difficult was this exercise?
3. On what basis did you arrive at your classmates' descriptions?
4. Were there some class members for whom you had difficulty in thinking of descriptive phrases? If so, why?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs.

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired and have them and visually impaired sit in a front seat. Visually and physically impaired students who are unable to manipulate pencils may either dictate, record, or type their responses. Encourage speech impaired students to participate verbally in class discussion.

Date Assigned _____

Date Completed ____

ACTIVITY 28

Finding Out About Others

OBJECTIVES: Students will be able to write detailed descriptions of their classmates

COMPLETION TIME: 30 minutes

EQUIPMENT AND MATERIALS: Pencils, interview forms

INSTRUCTIONS:

List each classmate's name in the space provided and fill in the information on the interview form about each one.

REVIEW/EVALUATION:

1. How could the information that you collected for your interview form help you to get along better with your classmates?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Either record the questions on the interview form for the visually impaired or present it to them in large type or print. They may either record or type in student responses. Hearing impaired students may ask for responses in writing if they are unable to hear well enough to decipher the spoken word. Encourage speech impaired students to communicate verbally, relying on writing and gestures only when necessary. Visually and physically impaired students may either dictate, record, or type the evaluation exercise.

Interview Form

Upon completion of this form, you will have talked with each student in the classroom with 100% accuracy. Show this form to your teacher when you finish.

NAME	FAMILY	OUTSIDE INTEREST	PETS	Personal Characteristics Likes about Self	Dislikes about Self
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Date Assigned ____

Date Completed ____

ACTIVITY 29

Effective Communication

OBJECTIVES: Students will be able to differentiate between one-way and two-way communication and evaluate the effectiveness of each.

COMPLETION TIME: 15 minutes

EQUIPMENT AND MATERIALS: Pencils, paper, chalk, chalkboard, 2 pages of designs, recording sheets

INSTRUCTIONS:

The following is an exercise in communication. For communication to be effective, the listener must interpret the speaker's message as the speaker intended it. See if you can communicate and listen effectively during the following activity.

One of the best ways for senders to insure the accuracy with which receivers understand the senders messages is to obtain optimal feedback on the effects their messages are having on the receiver. Feedback is the process by which senders perceive how their message is being decoded and received. The response receivers make to the senders messages can subsequently cause senders to modify their messages to communicate more accurately with the receivers. If senders are not able to obtain information on how their message is being decoded, inaccuracies in communication may occur and never be uncovered. The primary means by which misunderstandings can be corrected is through obtaining feedback on how receivers are interpreting the sender's message. Such open, two-way communication facilitates accuracy of understanding in communication, which in turn improves such things as developing a fulfilling relationship and being able to work together effectively.

One-way communication occurs when the sender is not able to determine how the receiver is decoding the sender's message. Two-way communication occurs when the sender is able to obtain feedback concerning how the receiver is decoding the sender's message. In this exercise we will compare one and two way communication. The objective is to demonstrate the differences between a situation in which two-way communication exists and ones in which communication goes only one way. For this exercise each participant needs two pieces of paper and a pencil. The leader needs copies of "Square Arrangement I" and "Square Arrangement II" (both attached) and he/she should copy Tables onto a blackboard or a large sheet of newprint.

The procedure for this activity is as follows:

1. The leader selects a speaker and two listeners (if the group has less than seven members-select only one observer). The speaker should be a person who communicates well and who speaks clearly and loudly enough to be heard.

2. The speaker is seated either with his/her back to the group or behind a screen. He/she is given "Square Arrangement I". The leader should be careful that the group members do not see the diagram of squares which the speaker will describe. The speaker is told to study the first arrangement carefully for two minutes in order to be prepared to instruct the group members on how to draw a similar set of squares on their paper.

3. The first listener is asked to note the behavior and reactions of the speaker during the exercise and to make notes for later comment. The second listener is asked to make notes on the behavior and reactions of the group members. Facial reactions, gestures, posture, and other non-verbal behaviors may be observed.

4. The group is given these instructions: "The speaker is going to describe a drawing to you. You are to listen carefully to his/her instructions and draw what he/she describes as accurately as you can. You will be timed, but there is no time limit. You may ask no questions of the speaker and give no audible response. You are asked to work independently."

5. The Medians for Trial I and II are placed in the front of the room. The speaker is then told to proceed to give the instructions for drawing the first figure of squares as quickly and accurately as he/she can. The leader should ensure that there are no questions or audible reactions from the group members.

6. When the speaker has completed giving the instructions for "Square Arrangement I", the leader records the time it took to do so in the proper space in the first table. Every member of the group is asked to write down on their paper the number of squares they think they have drawn correctly in relation to the preceding one.

7. The leader instructs the speaker to face the group members. He/she gives the sender "Square Arrangement II" and tells him/her to study the relationship of the squares in this new diagram for two minutes in preparation for instructing the group members on how to draw it.

8. The group is given these instructions: "The speaker is going to describe another drawing to you. This time he/she will be in full view of you and you may ask him/her as many questions as you wish. He/she is free to reply to your questions or amplify his/her statements as he/she sees fit. He/she is not, however, allowed to make any hand signals while describing the drawing. You will be timed, but there is no time limit. Work as accurately and rapidly as you can."

9. The speaker is told to proceed.

10. When the speaker has completed giving instructions for the second figure, the time is again recorded in the appropriate space of Table 1. The group members are asked to guess the number of squares they have drawn correctly and to record the number on their papers.

11. A median for guessed accuracy on the first drawing is obtained by recording the number of group members who guessed zero, the number who guessed one, and so on in Table 2. The median guessed number is found by counting from zero the number of group members guessing each number until you reach half the members of the group. The median is then recorded in Table 1.

12. The same method is repeated to get the median of accurate guesses for the second drawing.

13. Members are shown the master drawing for the first set of squares and the relationship of each square to the preceding one is pointed out. Each square must be in the exact relationship to the preceding one as it appears on the master drawing to be counted as correct. When this has been completed, the members are asked to count and record the actual number right. A similar count is taken for the second chart.

14. The medians for accuracy for the first and second drawings are obtained and placed in Table 1.

TO THE TEACHER:

Effective communication exists between two persons when the receiver interprets the sender's message in the same way the sender intended it. In effective communication the messages of the senders directly reflect their intentions and the interpretations by the receivers match the intentions of the sender. Effective communication can be accomplished by striving for the highest possible degree of accuracy with which the receiver correctly interprets the intentions of the sender and the meaning of the message.

Where do difficulties in effective communication arise? Why is it so common for two individuals not to understand each other? Perhaps the most recurring and basic source of misunderstandings between two persons are communication failures resulting from the receiver understanding the meaning of a message differently than it was intended. We do not always communicate what we mean to. Since intentions are private and known directly only to the person who experiences them, a sender's intentions are not always clear to the receiver. I know my intentions, but I must make inferences about yours. You know your intentions, but you must infer mine. Because of the private nature of intentions, difficulties in communication often result from the failure of the receiver to understand correctly the intentions of the sender.

The communication failures arising from the gap between what the sender meant and what the receiver thought the sender meant do not usually arise from word usage, grammatical form, or lack of verbal ability. Rather they are created by emotional and social sources of noise. People, for example, are often so preoccupied that they just do not listen to what others are saying. Or they can be so interested in what they have to say that they listen to others only to find an opening to get the floor to say what they want to say. Sometimes individuals are so sure that they know what the other person is going to say that they distort his/her statements to match their expectations -- for example, when a boy who has a very low opinion of himself asks a girl for a date and takes her statement, "Let me think for a minute," as a refusal.

Sometimes individuals listen in order to evaluate and make judgments about the speaker, which in turn makes the speaker guarded and defensive in what he/she is trying to say. An example of this is when a person is presenting an argument and the receiver is constantly saying, "That's stupid; that's wrong." The speaker then becomes very careful about what he/she is saying. At times individuals do fully understand the words a communicator is using without understanding the real meaning of what he/she is trying to say -- for example, when a person says, "It's a nice day," in an attempt to change the subject, and the receiver thinks the speaker is really interested in the weather.

Finally, a lack of trust seems to act as a principal cause of communication distortion. Distrust can cause a reduction of the information shared and a suspiciousness of what little information is communicated. To a certain extent, increasing the communication between two individuals results in greater accuracy of understanding only when trust is high.

REVIEW/EVALUATION:

Discuss these questions in class.

1. What may be concluded from the results in terms of time, accuracy, and level of confidence?

2. What did the listeners record during the exercise? How did the behavior of the speaker and the group members vary from one situation to the other? The group members and the speaker should comment on what they were feeling during the two situations.

3. How does this exercise compare with situations you find yourself in at work, school, or at home? How might you change your behavior in relating to your friends and acquaintances as a result of what you have experienced during this exercise?

The typical result of this exercise is that one-way communication is quicker, less accurate, and the level of confidence of the listener is lower. Two-way communication takes more time, but it also is likely to be more accurate and the level of confidence of the listener is higher. The speaker, however, usually is more disturbed and frustrated during the two-way communication process.

Just as the speaker can increase the accuracy of communication by transmitting his/her message through a variety of channels, it is also an aid to accuracy if feedback is available in a variety of channels. Feedback does not have to be only verbal, the non-verbal cues such as facial expression, posture, gestures, sighs, tone of voice when asking questions, and so on are often indicative of how your message is being interpreted by the listener.

KINDS OF JOBS IN WHICH THIS INFOROMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. The visually impaired who serve as speakers must be given designs large enough to distinguish clearly. The designs may also be formed from tape or other raised material so that they are able to perceive them through touch rather than sight. Visually and physically impaired who serve as listeners may be given already prepared squares that they arrange in response to the instructions. If there are students whose impairments are so severe that they are able to serve as neither speaker nor listener, consider having them act as leader, observer, or timer instead. Encourage the speech impaired to participate verbally whenever possible, using other means of communication only as needed. Write student responses on the board for the hearing impaired during class discussions.

ONE AND TWO WAY COMMUNICATION EXERCISES

Table 1 Medians for Trials I and II

Medians	I	II
Time Elapsed:	____________	____________
Guess Accuracy:	____________	____________
Actual Accuracy:	____________	____________

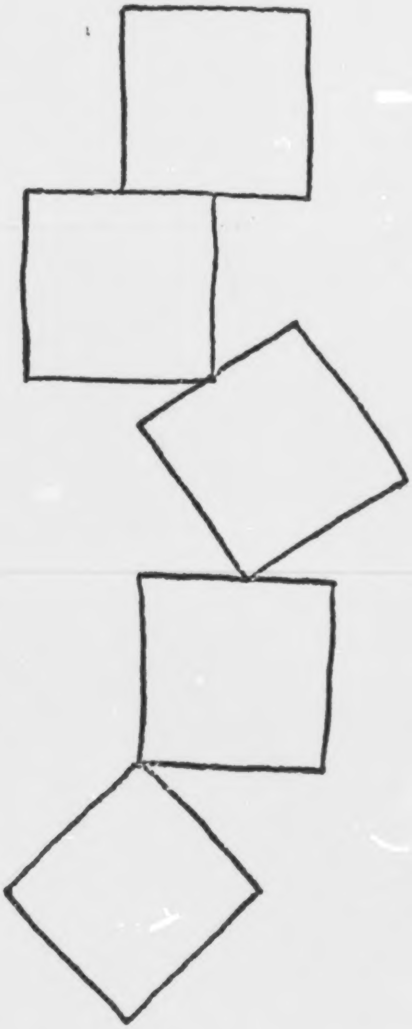
Table 2 First Trial

Number Correct	I	II
5	____________	____________
4	____________	____________
3	____________	____________
2	____________	____________
1	____________	____________
0	____________	____________

Table 3 Second Trial

Number Correct	I	II
5	____________	____________
4	____________	____________
3	____________	____________
2	____________	____________
1	____________	____________
0	____________	____________

Square Arrangement i - One-Way Communication



Instructions: The speaker is to study the figures above. With his/her back to the group, he/she is to instruct the members of the group how to draw them. He/she should begin with the top square and describe each in succession, taking particular note of the placement relationship of each to the preceding one. No questions are allowed.

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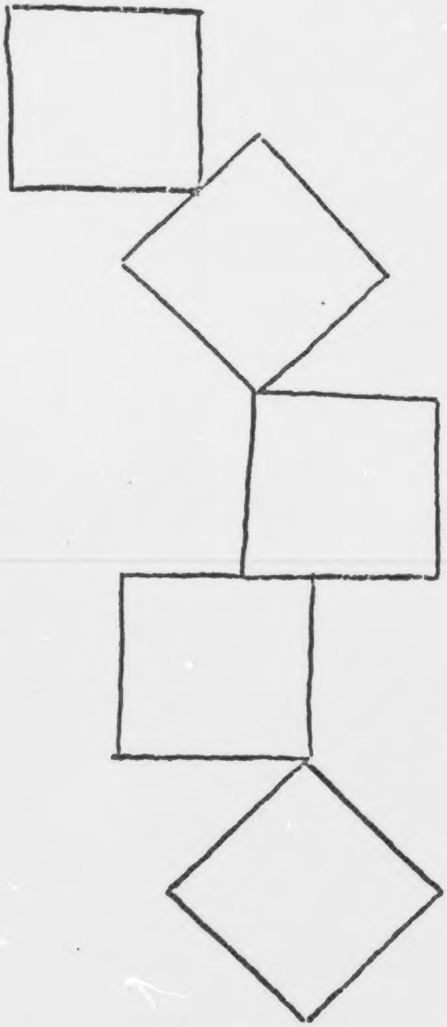
Square Arrangement II - Two Way Communication



Instructions: The speaker is to study the figures above. Facing the group, he/she is to instruct the members how to draw them. He/she should begin with the top square and describe each in succession, taking particular note of the placement relationship of each to the preceding one. He/she should answer all questions from participants and repeat his/her descriptions if necessary.

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Date Assigned _____

Date Completed ____

ACTIVITY 30

Close Listening

OBJECTIVE: Students will practice listening to others and making appropriate interpretations of their statements

COMPLETION TIME: 20 minutes

EQUIPMENT AND MATERIAL: Pencils, paper

INSTRUCTIONS:

The following is an exercise to see how well you listen and understand what others say to you. You will divide into groups of 4, then divide into pairs. One member of each pair will be called A, the other member, B. The teacher will instruct you as to what to do next.

TO THE TEACHER:

1. A makes a statement to B either about himself/herself, about B, or about the relationship between them. Try not to make bland statements, but say something that you have some feelings about and that can have real meaning for both of you.

2. B paraphrases A's statement, stating in his/her own words what A's remark meant to him/her. There is to be no discussion of the statements. A simply makes the statement; B paraphrases it back. Some general rules for paraphrasing response are:

   a. Restate the other person's expressed feelings and ideas in your own words; don't mimic or parrot the exact words of the other person.
   b. Preface reflected remarks with, "You feel ...", "You think ...", "It seems to you that ...", It appears to you that ...", and so on.
   c. In paraphrasing another person's statements, avoid any indication of approval or disapproval. Refrain from blaming, interpreting, giving advice, or persuading.

3. A makes a second statement to B. B paraphrases it.

4. A makes a third statement to B. B paraphrases it.

5. Reverse the process. B makes three statements to A; after each one A paraphrases it back.

6. Ask students to jot down answers to the following questions to use later:

a. How did it feel to make a statement and have your partner paraphrase it?

____

____

____

b. How did it feel to paraphrase a statement made by your partner?

____

____

____

REVIEW/EVALUATION:

1. Discuss your experiences in the group of four. Some questions you may use to facilitate the discussion are:

   a. Did you find that you had difficulty in listening to others during the exercise? Why?
   b. Did you find that you were not getting across what you wanted to say?
   c. What was your reaction to the paraphrasing of your partner? Was he/she receiving what you intended to send?
   d. Was the manner of presentation by your partner affecting your listening ability? In what way?
   e. What were the differences in your feelings during the two types of experiences?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired and have them and the visually impaired sit in a front seat. Speech and hearing impaired students are apt to be at the greatest disadvantage during this exercise. If hearing impairment is mild, encourage the hearing-impaired student's partner to speak clearly and distinctly. If this fails, consider having the partner communicate in writing or use gestures. Encourage speech-impaired students to verbalize whenever possible and encourage his/her partner to be receptive and supportive. If verbal communication is not possible, have speech impaired students write their responses or use gestures with their spoken statements. Write student responses on the board for the hearing impaired during class discussions.

Date Assigned _____

Date Completed ____

ACTIVITY 31

Communication Tactics

OBJECTIVE: The student will learn to identify six different "roles people play" in their interactions with others

COMPLETION TIME: 45 minutes

EQUIPMENT AND MATERIALS: Paper, pencils, chalk, blackboard, "Communication Skills" sheets for all students

INSTRUCTIONS:

Read the following dialogue and see if you can identify the Compliant One, the Blamer, the Reasoner, the Irrelevant One, the Half-Adult, and the Adult.

TO THE TEACHER:

Write the "Communication Tactics" chart on the board or hand out copies to the class. Go over the chart with them, giving them examples of each role. Then, see if they can think of examples. Afterwards, have them find each of the roles in the "Communication Skills" dialogue sheet.

REVIEW/EVALUATION:

1. Discuss your answers in class.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present visual instructions to non-lip-reading hearing impaired students and have them and the visually impaired sit in a front seat. Tape record or print/type in large letters the "Communication Tactics Chart" and the dialogue for the visually impaired. When discussing the chart and the dialogue, write examples and student responses on the board for hearing impaired students. For physically impaired students who cannot manipulate pencils, prepare symbols for each role which they may place beside the appropriate speakers in the dialogue. Encourage the speech impaired to participate verbally in class discussions.

COMMUNICATION TACTICS

	ROLE	BEHAVIOR	POSITION	EFFECT
1.	Compliant One	"Yes, dear" Yields, doesn't state own position clearly; gives in without really agreeing; may be angry.	I'm not OK, you're OK. The risk of communication is too great.	Dishonest Non-responsive Blocks communication
2.	The BLAMER	"Why don't you ..." "Why do you always ..." "You never ..."	You are responsible for my unhappiness I'm OK, you're not OK	Communication sinks to the level of mutual defensiveness. "Whose fault is it (everything) Not mine."
3.	The REASONER	Quotes the Bible, Readers Digest, Mother, Law, Statistics, etc. to prove all points. Has proof for everything. Does not honor feelings.	Facts are more important than needs. My facts are better than yours. Never consider feelings.	Communication can end only in a statement or in unconditional surrender. No negotiation. Outsmart each other.
4.	The IRRELEVANT ONE	May be scatterbrained or may be slippery and evasive; changes subject when pinned down; brings up past problems and situations to prove right at present.	My needs are more important than facts or than your needs. Not willing to get involved.	Dirty fighting You can't negotiate with an amoeba--cold, indifferent.
5.	The HALF ADULT	States own position, but doesn't listen, won't negotiate. I am important.	I want what I want period. You don't count. I'm OK, you're not OK.	One must either out-maneuver and clobber such a person, or yield. No grounds for negotiation.
6.	The ADULT	A. States own position clearly. B. If necessary, asks for other's position. C. Actively negotiates.	I'm OK-You're OK. Willing to fight and willing to compromise, when all the facts and feelings are out in the open.	Positive things begin to happen; i.e. mutual trust, communication, love, understanding, acceptance.

COMMUNICATION SKILLS

Kathy: This committee is meeting today to decide about getting the school rock painted. Does anybody have any ideas how we should go about getting it done?

Robin: The first thing we ought to do is pick out a design.

Mary: Yeah, that's a good idea.

Jane: I think we ought to have a contest to decide on one.

Mary: Great! Let's do that. Do you think Mr. Swofford will let us?

Pat: (Talking to Mary) You never do anything. Why don't you ask him after school today?

Joey: I don't think we ought to make any plans or talk to Mr. Swofford until we find out how much the paint will cost. My mother says the price of everything is going up. In fact, paint cost won't tell us all we need to know. We need to measure the rock and see how much paint we'll need. And what about paint brushes? Did you ever think of that?

Kathy: We might have some old paint brushes at home that will do. I'll ask my mom.

Jane: Good. That's settled. No sweat. Now what about my idea for a contest? I could probably get Mr. Harrison to make an announcement over the intercom.

Kathy: Well, having a contest is a good idea but if we have one, it will take a longer time to get our rock painted. Why don't we just pick out a design, or ask Mrs. Williams to recommend someone who could draw us one.

Mary: Yeah, that's right. We don't want to wait 'til Christmas to start painting.

Jane: But, think about school spirit. We could get everybody talking about the contest. The Rams Rambler could give us a write-up about it. Then we could offer prizes and the whole thing would be really fun.

Mary: Yeah! Right on! This school could use a little more spirit.

Pat: How would you know. You never know what's going on most of the time.

Joey: HMMM! I wonder what it cost to paint the rock the last time.

Jane: I'll ask him when I find out about having the contest.

Kathy: Hey, wait a minute. I don't think the group has decided to have a contest yet. We need to talk about it some more and then take a vote.

Robin: I could draw a design if you want.

Jane: If we don't have a contest, I don't want to be on this committee.

Date Assigned ____

Date Completed ____

ACTIVITY 32

Role Playing

OBJECTIVE: Students will resolve a parent-child conflict in a role-play setting.

COMPLETION TIME: 15 minutes

EQUIPMENT AND MATERIALS:

1. Necessary props to illustrate the setting of the skit.

INSTRUCTIONS: (Check each item as completed)

____ 1. The teacher presents to the group the situation desired for the role-play.

Example: Sue knows that she is to clean the kitchen as soon as she gets home. Today, however, she was upset about having failed a test. She hasn't done her chores.

____ 2. The teacher gives the amount of time allotted for this; from 5 to 10 minutes for actual presentation.

____ 3. Students choose a chairperson.

____ 4. Plan your skit. Be sure to include an ending.

Example: Sue's mother fails to understand that failing a test could prevent Sue from doing her chores. She puts Sue on telephone restriction for two weeks.

____ 5. Students rehearse as quietly as possible among themselves.

____ 6. Present your role-play as directed by teacher.

REVIEW/EVALUATION: (Discuss in class)

		YES	NO
1.	Would you have reacted the same way if you were a parent?	___	___
2.	Are misunderstandings normal?	___	___
3.	Is being a parent an easy job?	___	___
4.	Would you be happy if you had all the freedom you wanted?	___	___
5.	Will you be able to eliminate a scene with your parents by being more understanding?	___	___

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT: Present instructions visually to non-lip-reading hearing impaired students and have them and visually impaired students sit in a front seat. Encourage speech impaired students to share verbally, using other means of communication only as needed. Have students speak clearly and distinctly in order to include the hearing impaired to the degree possible.

If this fails, have students cooperatively write the script so that hearing impaired students can follow along. Visually cue hearing impaired students as to when to say their lines. Be particularly supportive of emotionally disturbed students who may be having interpersonal problems similar to those addressed in the skit. Encourage them to play an active role in the script writing and class discussion. Write student responses on board during class discussion for hearing impaired students. Check to see that the area is free of barriers to physical mobility for visually and physically impaired students.

Date Assigned _____

Date Completed ____

ACTIVITY 33

Culture Study

OBJECTIVE:

1. Students will learn something about people from other cultures.
2. Through learning about other cultures, students will be better able to understand and accept others who are different from them.

COMPLETION TIME: 50 minutes

EQUIPMENT AND MATERIALS: Pencil, paper, research materials found in library

INSTRUCTIONS: (Check each item as completed)

1. Choose a country other than your own.
2. Study one type of food from the country.
3. Compare the ways the food is fixed differently than in your own country.
4. Write two recipes comparing the foods.
5. What cultural background do you have?
6. What are the cultural influences of your own friends?
7. How do you react to people with different cultural backgrounds?

REVIEW/EVALUATION: (Discuss in class)

1. Did you learn something about another country's foods?
2. What did you learn about another country's culture?
3. Are cultures that are different from ours necessarily worse than ours? Why or why not?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL. All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired students and have them and visually impaired students sit in a front seat. If the school library does not contain large-print or "talking books," have classmates read the materials to visually impaired students or record the reading for visually impaired students to refer to later. Visually or physically impaired students may either dictate, tape record or type their answers to the questions. Write student responses on board during class discussion for hearing impaired students.

Date Assigned _____

Date Completed ____

ACTIVITY 34

Learning About the Community

OBJECTIVE: Students will examine the characteristics of their community.

COMPLETION TIME: 1 week

EQUIPMENT AND MATERIALS: Pencils, paper, your community

INSTRUCTIONS:

1. Make a survey of businesses in your community. Consult a community directory if one is available. (The Junior Chamber of Commerce normally has one.) Include:
    a. Information that would tell you if the business is old or new.
    b. How many people work in the business.
    c. What education is required to work for the business.
2. How many houses, apartments, etc. are in your community?
3. How many churches, schools, and stores are in your community?

REVIEW/EVALUATION: (Discuss in class)

1. What did you find out about your community after this activity that you did not know before?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired students and have them and visually impaired students sit in a front seat. Record or present the survey questions in large print or type for the visually impaired. Have classmates read the information to the visually impaired or record it for them for later reference if they are unable to read the directory. Visually or physically impaired students may either dictate, tape record or type their answers to the questions. Encourage speech impaired students to share verbally, using other means of communication only as needed. Write student responses on board during class discussion for hearing impaired students.

D. SPECIFIC SKILLS

Values Clarification

Date Assigned _____

Date Completed ____

ACTIVITY 37

Words I Like

OBJECTIVE: Students will identify their values by choosing from a list of words they have positive feelings about and eliminating those they have negative feelings about.

COMPLETION TIME: 10 minutes

EQUIPMENT AND MATERIALS: Pencils, copies of word list for the class

INSTRUCTIONS:

Look over the list of words below and answer the following questions. (Check them off as you complete them.)

1. Place a check by the words below that are qualities of people you respect and admire.
2. Place an "I" beside the words that you would like people to use to describe you.
3. Place a star beside your favorite words.
4. Place a cross by all the words you don't like.

honest
successful
happy
patriotic
wealthy
wise
just
beautiful
healthy
loving
powerful
creative
loyal
religious
shy

REVIEW/EVALUATION: (Discuss as a group)

1. What did you learn about yourself during this exercise?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired students and have them and visually impaired students sit in a front seat. Either present the list in large print or type for the visually impaired or tape record it and have them and the physically impaired either dictate, record, or type their responses. Encourage speech impaired students to participate verbally using other means of communication only as needed. Write student responses on board during class discussion for hearing impaired students.

Date Assigned _____

Date Completed _____

ACTIVITY 38

Lifestyles

OBJECTIVES:

1. Students will demonstrate an understanding of the word lifestyle.
2. Students will realize that there is merit in many different lifestyles.

COMPLETION TIME: 25 minutes

EQUIPMENT AND MATERIALS: Construction paper, scissors, paste, magazines, pencils, writing paper

INSTRUCTIONS:

Cut out several pictures of people from a magazine. Then choose one whose appearance you like best. Paste the picture on the construction paper and answer the questions below about it.

TO THE TEACHER:

Talk for a few minutes before this exercise about lifestyles and what they are. Be sure that everyone understands the meaning of the word before moving on. Have students discuss the answers to the questions in class.

REVIEW/EVALUATION:

1. What would you call the name of the lifestyle of the person in the picture?
2. What things do you like about this lifestyle?
3. Is it similar to or different from yours?
4. Do you like your lifestyle the way it is or would you like for it to be different?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired students and have them and visually impaired students sit in a front seat. If visually impaired students are unable to perceive magazine pictures clearly, consider having them fashion their own faces from clay or other material.

Date Assigned _____

Date Completed ____

ACTIVITY 39

Personal Inventory

OBJECTIVE: Students will identify their values by answering questions about their likes, dislikes, interests, and habits.

COMPLETION TIME: 20 minutes

EQUIPMENT AND MATERIALS: Pencils, Personal Inventory Sheet

INSTRUCTIONS:

Answer the questions about yourself on the Personal Inventory Sheet.

REVIEW/EVALUATION:

Describe yourself based on your answers to the questions on the Personal Inventory Sheet.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired students and have them and visually impaired students sit in a front seat. Type in large print, read, or record the inventory for the visually impaired. Visually or physically impaired students may either dictate, tape record or type their answers to the questions.

PERSONAL INVENTORY

NAME ______________________________ AGE __________

GRADE ____________ SEX ______________ DATE __________

1. If you had three wishes, what would they be?
   1. ______________ 2. ______________
   3. ______________

2. What would you do with $1,000? ______________

3. What are your pet peeves? ______________

4. What are your favorite subjects? ______________
   Your least favorite? ______________

5. Describe yourself as you would like to be 20 years from now. ______________

6. Do you like animals? ______________

7. What do you like to do with your spare time? ______________

8. What are your favorite games? ______________

9. Have you ever had a job? If not, what kind of job would you like to have? ______________

10. What do you like to read about?

_____ Sports
_____ Movies
_____ Fashion
_____ News
_____ People
_____ Advertisements
_____ Crime
_____ Politics
_____ Other topics

11. What kind of movies and TV programs do you like?

_____ Adventure
_____ Love
_____ Musical
_____ Serious
_____ War
_____ Travel
_____ Comedies
_____ Family
_____ Murder Mysteries
_____ Western
_____ Cartoons
_____ Sad

12. What are your favorite magazines? ______________________________
____

13. What do you like best about your home? _________________________
____

14. Do you like to read? _____________ What kind of books do you like to read?

_____ Science
_____ Love
_____ Nature
_____ Sports
_____ Foreign
_____ Crime
_____ Mysteries
_____ War
_____ Travel
_____ Comedy
_____ History
_____ Western
_____ Adventure
_____ How to make things
_____ How to do things

15. Which of the following books would you like least and most to read?

_____ Famous Ghost Stories
_____ Life with the Pygmies
_____ Ships to Kontike
_____ Famous Football Games
_____ Mountain Climbing Adventures
_____ Wild Animals and their Habits
_____ How to take good pictures
_____ Heroes of Guadalcanal
_____ Famous Men
_____ The Pastel Twin
_____ Rockets to the Moon
_____ Children of the Orient
_____ Winter on the Yukon
_____ The Life of Dr. Doolittle
_____ Heroes of Science
_____ The Vanishing Prairie
_____ The Spider's Revenge
_____ Famous Women

Date Assigned _____

Date Completed _____

ACTIVITY 40

The Perfect Creation

OBJECTIVES:

1. Students will recognize their values as they are revealed through their "creations."
2. Students will recognize the worth and uniqueness of others.

COMPLETION TIME: 15 minutes

EQUIPMENT AND MATERIALS: Paper, pencils

INSTRUCTIONS:

Pretend you have entered a time capsule and it is now the year 3000. You have been asked by a group of scientists to create a perfect human being. You have any materials that you need so you may make any creation you like.

1. What would your creation look like?
2. Would it have the same body parts, physical characteristics, hair, skin color, size?
3. What would its personality, health, interests, abilities and intelligence be like?

TO THE TEACHER: (Discuss in class)

Encourage them to realize that people's view of "perfect" depends on their own personal values. Emphasize the merit and worth in individual differences.

REVIEW/EVALUATION:

1. How does your creation reflect your values?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired students and have them and visually impaired students sit in a front seat. Visually or physically impaired students may either dictate, tape record, or type their answers to the questions. Encourage speech impaired students to share verbally, using other means of communication only as needed. Write student responses on board during class discussion for hearing impaired students.

Date Assigned _____

Date Completed ____

ACTIVITY 41

Values Ranking

OBJECTIVES:

1. Students will identify their values by choosing 3 from a list that are most important to them.
2. Students will recognize and accept that people have different values.

COMPLETION TIME: 20 minutes

EQUIPMENT AND MATERIALS: Pencils, values list for each student in the class

INSTRUCTIONS:

The three most important things in the world to me are: (place a check beside the three most important ones)

1. to get married
2. to get married and raise a family
3. to become very rich
4. to be happy in my work
5. to have a lot of friends
6. to be liked
7. to be happy
8. to understand the meaning of life
9. to live to be 100
10. to be healthy
11. to be free of hang-ups
12. to know as much as I can about as many things as I can
13. to develop my talents
14. to be honest
15. to be independent
16. to be able to be myself
17. to be intelligent
18. to work up to my potential
19. being a Christian
20. liking myself
21. to accept people the way they are regardless of race, sex, appearance, income, or occupation

22. to become famous
23. to be in a position of power and authority
24. to be as attractive as I possibly can
25. to be a success
26. to have fun
27. Other:

REVIEW/EVALUATION:

When you have finished with this exercise, meet as a group and compare your choices. Have members take turns telling the group their choices, giving reasons for each choice. Afterwards, tell each other how you felt about each other's choices.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired students and have them and visually impaired students sit in a front seat. Either print or type the values list in large letters or tape record for the visually impaired. The visually impaired and physically impaired may either dictate, record, or type their responses to the questionnaire. Encourage speech impaired students to share verbally, using other means of communication only as needed. Write student responses on board during class discussion for hearing impaired students.

D. SPECIFIC SKILLS

Decision-making

Date Assigned _____

Date Completed ____

ACTIVITY 42

What is a Decision?

OBJECTIVES:

1. Students will be able to explain what a decision is.
2. Students will be able to explain some of the factors that influence decision-making.

COMPLETION TIME: 15 minutes

EQUIPMENT AND MATERIALS: Pencils

INSTRUCTIONS:

When people choose between two or more things, items, activities, etc. they have made a decision. We all make many decisions every day, whether we realize it or not. Even getting out of bed in the morning is a decision.

Many things influence the decisions that we make. Our family, friends, school, church, and our values all affect the choices we make.

In the space below, list as many decisions as you can think of that you made since you got up this morning. Beside each decision, list other possible choices that you could have made instead.

	Decisions	Other Possible Choices
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

REVIEW/EVALUATION:

1. Why did you make the decisions that you did?
2. Did anyone influence your decisions? If so, who?
3. What values do you have that influenced your decisions?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired students and have them and visually impaired students sit in a front seat. Either print in large letters, type or record the directions and chart for the visually impaired. Visually or physically impaired students may either dictate, tape record or type their answers to the questions.

Date Assigned _____

Date Completed ____

ACTIVITY 43

What's Your Advice?

OBJECTIVE: Students will become more familiar with the decision-making process by identifying alternatives and listing possible consequences of those alternatives

COMPLETION TIME: 30 minutes

EQUIPMENT AND MATERIALS: Pencils

INSTRUCTIONS:

Read the following situations and answer the questions about each one.

"I want to quit school and either get married or get a job. My parents are always telling me about all the things they have done for me, and I can't do anything without them fussing about it. Sometimes they are sweet. But sometimes they are so mean that I just feel like running away from home. It's getting so I don't care what happens to my life. I started to leave home last night. But I thought it over and decided to ask your advice."

-- Jane H.

Below are listed some of the decisions and choices that Jane could make. See how many others you can list in the space provided.

Quit school
Get a job
Run away from home
____
____
____

____
____
____
____
____

Which decision would you make? Why?

"I'm worried about my brother Carl. He has joined a gang of tough boys. They have been picking on my boy friend Tom. How can I get Carl to break away from this gang before he gets into serious trouble?"

-- Becky H.

What decision did Carl make?

What other choices does he have?

What can Becky do?

What would you do if you were Carl? Why?

What would you do if you were Becky? Why?

REVIEW/EVALUATION: (Discuss in class)

1. How would your values influence the way you would handle Jane's and Becky's situation?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired students and have them and visually impaired students sit in a front seat. Read, print in large letters, type or record the situations and questions for the visually impaired. Visually or physically impaired students may either dictate, tape record or type their answers to the questions. Write student responses on board during class discussion for hearing impaired students. Encourage speech impaired students to share verbally, using other means of communication only as needed.

Date Assigned _____

Date Completed ____

ACTIVITY 44

Future Plans

OBJECTIVE: Students will be able to list decisions they will likely make during the coming year and in the future and list the values that influence those decisions.

COMPLETION TIME: 20 minutes

EQUIPMENT AND MATERIALS: Pencils

INSTRUCTIONS:

List the decisions that would probably have to be made this year and in the future in matters related to school, community, personal life, family and friends. List the values that will influence those decisions.

	For This Year	For The Future
1. School	1. 2. 3. Values:	1. 2. 3. Values:
2. Community	1. 2. 3. Values:	1. 2. 3. Values:
3. Personal	1. 2. 3. Values:	1. 2. 3. Values:
4. Family and Friends	1. 2. 3. Values:	1. 2. 3. Values

REVIEW/EVALUATION: (Discuss in class)

1. Which do you feel will be your most important decision? Why?
2. Which of your values influenced you to choose this particular decision as the most important?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired students and have them and visually impaired students sit in a front seat. Either print or type in large letters, tape record the chart, or read the chart to the visually impaired. Visually and physically impaired may either dictate, tape record, or type their responses to the chart. Encourage speech impaired students to share verbally, using other means of communication only as needed. Write student responses on board during class discussion for hearing impaired students.

Date Assigned _____
Date Completed _____

ACTIVITY 45

Career Decisions

OBJECTIVE: Students will make a hypothetical career decision based on what they have learned about the decision-making process.

COMPLETION TIME: 30 minutes

EQUIPMENT AND MATERIALS: Pencils

INSTRUCTIONS:

Do the following exercises and check them off as you finish them.

____ 1. List an occupation that you are interested in at this time.

____

____ 2. List some things that influenced your decision to select this occupation.

____
____
____
____
____

____ 3. Find out some things about this occupation that you don't know already such as salary, education, training, hours, co-workers, working conditions, environment, etc.

____

____ 4. What kind of lifestyle would a person working in this occupation likely have?

____

____ 5. What kinds of values would a person working in this occupation likely have?

____

____ 6. Do your values and lifestyle match those of this occupation?
________________________ Why or why not? ________________
____

____ 7. Would you choose this as your occupation? ________________
Why or why not? ____

____ 8. Which of your values influenced your answer to #7?

____

REVIEW/EVALUATION: (Discuss in class)

1. Why is it important to consider values and lifestyles in making career decisions?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired students and have them and visually impaired students sit in a front seat. Either read the exercise to the visually impaired, print or type it in large letters, or tape record it. Visually and physically impaired students may either dictate, tape record or type their answers to the questions. Have someone read the occupational material to the visually impaired or tape record it for them for later reference. Encourage speech impaired students to share verbally, using other means of communication only as needed. Write student responses on board during class discussion for hearing impaired students.

D. SPECIFIC SKILLS

Economic Awareness

Date Assigned _____

Date Completed ____

ACTIVITY 46

Origins of a Product

OBJECTIVES:

1. Students will be able to trace the development of a product.
2. Students will develop an awareness of the large number of jobs associated with production and selling.

COMPLETION TIME: 2 class periods

EQUIPMENT AND MATERIALS: Resources on production and manufacturing, pencils, paper

INSTRUCTIONS:

Choose a product and trace its development from the manufacturing plant to the consumer in the space provided.

1. List as many jobs as you can associated with the manufacturing and selling of the product.

____________________ ________________________

____________________ ________________________

____________________ ________________________

____________________ ________________________

____________________ ________________________

____________________ ________________________

REVIEW/EVALUATION:

1. Share your findings with the class.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired students and have them and visually impaired students sit in a front seat. Have a classmate read the reference material to the visually impaired or tape record it for later reference. Visually impaired and physically impaired may either dictate, tape record, or type their reports. Encourage speech impaired students to share verbally, using other means of communication only as needed. Write student responses on board during class discussion for hearing impaired students.

Date Assigned _____

Date Completed ____

ACTIVITY 47

Lunch Money

OBJECTIVE: Students will develop an appreciation for the cost of their lunch over the course of time.

COMPLETION TIME: 20 minutes

EQUIPMENT AND MATERIALS: Pencils, paper, school calendar

INSTRUCTIONS:

Figure the cost of your school lunch for one year. (Check each item off as you complete it.)

____ 1. List the cost of your school lunch. ____________________

____ 2. Figure out how many school days there are in a year. (Be careful not to count holidays and weekends.) ____________________

____ 3. Multiply the figures you come up with in #1 and #2. Write the total here. ____________________

____ 4. Compare your answers in class.

REVIEW/EVALUATION:

1. Estimate the cost of all your food for a year.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT: Present instructions visually to non-lip-reading hearing impaired students and have them and visually impaired students sit in a front seat. Make an abaccus available for the visually impaired and/or physically impaired as means of counting and figuring without writing numbers. Encourage speech impaired students to share verbally, using other means of communication only as needed. Write student responses on board during class discussion for hearing impaired students.

Date Assigned _____

Date Completed ____

ACTIVITY 48

First Prize

OBJECTIVES:

1. Students will gain an awareness of the cost of various items that they want.

2. Students will acquire skill in copying numbers.

COMPLETION TIME: 30 minutes

EQUIPMENT AND MATERIALS: Pencils, catalogues, magazines, newspapers

INSTRUCTIONS:

Pretend that you won first prize worth $500.00 in a contest. The only catch is that you must spend it all in 30 minutes. Look through catalogues, magazines, and newspapers listing the prices of items that you would buy, deducting the cost of each item (plus 4% sales tax) from your balance each time. All that is left must be given back.

Balance $500.00

Item #1 - _______

Balance

Item #2 - _______

Balance

Item #3 - _______

Balance

Item #4 - _______

Balance

⋮

Item #15

REVIEW/EVALUATION (Discuss in class)

1. Were you surprised at the cost of any of the items?

2. If you made $2.20 per hour, how many days would you have to work to earn enough money to purchase all the items you "bought" with your $500?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired students and have them and visually impaired students sit in a front seat. Consider having an abacus available for visually impaired and physically impaired students who have trouble reading/writing numbers. Visually impaired and physically impaired students may either dictate, tape record, or type their balances. Encourage speech impaired students to share verbally, using other means of communication only as needed. Write student responses on board during class discussion for hearing impaired students.

Date Assigned _____

Date Completed ____

ACTIVITY 49

Learning to Proofread

OBJECTIVES:

1. The student will learn to perform proofreading tasks.
2. The student will become aware of various ways in which people work with numbers.

COMPLETION TIME: 20 minutes

EQUIPMENT AND MATERIALS: Pencils

INSTRUCTIONS:

1. Compare the pairs of numbers below.
2. If the written number does not match the typed number exactly draw a circle around the typed figures that make the numbers different. Correct the two columns in space on right.

Written	Typed	
998,442,000	998,442,000	
4,327,862	4,327,682	
76,541	76,541	
9324,26	932,426	
478,666	478,668	
842,18,975	84,218,975	
32,789,111	32,789,111	

3. Compare these pairs of numbers and letters. If they match check yes; if they don't check no. Correct mistakes in space below.

Written	Typed	YES	NO
7423-5671	7432-5671		
843-95854	843-9854J		
34111-2-B	3411-12-B		
1211-1211	1121-1121		
Ab1286	Ab128b		

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________

4. Check to see how well you can find parts of numbers that are alike. Circle all numbers that begin with 829.

8293376
8291157
8190098
8281987
89211908
82911908
92877665
82919824
8295413
8223311
8997655
8298291

REVIEW/EVALUATION:

1. Do you like checking the work of other people?

2. Do you like working with figures?

3. Can you see the importance of neat work?

4. List as many jobs as you can think of in which working with numbers is required.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired students and have them and visually impaired students sit in a front seat. Prepare large numerals for the visually impaired. If there are physically impaired students who cannot manipulate pencils, have them dictate, record or type their responses. For some visually impaired and physically impaired, this activity may be prohibitive. If the impairment is mild, encourage them to participate.

Date Assigned _____

Date Completed ____

ACTIVITY 50

Check Book

OBJECTIVE: Students will learn how to write checks and balance a checkbook.

COMPLETION TIME: 30 minutes

EQUIPMENT AND MATERIALS: Pencils

INSTRUCTIONS:

Assume that you have $750.00 in your checking account. Write a check for each of the bills listed below, keeping track of your balance after each check you write.

1. Rent - $125.00 - Smith Associates

Balance	750	00
Deposit		00
Total	750	00
This check		
Other Deductions		
Balance Forward		

John Dough
Penny Dough
220 Elm Street
Elmsville, N.C. 27701

________________ 19_____

Pay to the order of ______________________________ $ __________

Elmsville National Bank
Elmsville, N.C. 27701

For ____________________ ____________________

2. Car Payment - $98.73 - State Credit Union

Balance Forward		
Deposit		
Total		
This check		
Other Deductions		
Balance Forward		

John Dough
Penny Dough
220 Elm Street
Elmsville, N.C. 27701

19

Pay to the
order of $

Elmsville National Bank
Elmsville, N.C. 27701

For

3. Food - $125.87 - P & P Grocery

Balance Forward		
Deposit		
Total		
This check		
Other Deductions		
Balance Forward		

John Dough
Penny Dough
220 Elm Street
Elmsville, N.C. 27701

19

Pay to the
order of $

Elmsville National Bank
Elmsville, N.C. 27701

For

4. Phone - $19.11 - Carolina Tel & Tel

Balance Forward		
Deposit		
Total		
This check		
Other Deductions		
Balance Forward		

John Dough
Penny Dough
220 Elm Street
Elmsville, N.C. 27701

______________ 19 ________

Pay to the
order of ____ $ ________

____

Elmsville National Bank
Elmsville, N.C. 27701

For ________________________ ____________________________

5. Utilities - $58.71 - Elmsville Utilities

Balance Forward		
Deposit		
Total		
This check		
Other Deductions		
Balance Forward		

John Dough
Penny Dough
220 Elm Street
Elmsville, N.C. 27701

______________ 19 ________

Pay to the
order of ____ $ ________

____

Elmsville National Bank
Elmsville, N.C. 27701

For ________________________ ____________________________

REVIEW/EVALUATION: (Discuss in class)

1. List some advantages and disadvantages of paying by check.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired students and have them and visually impaired students sit in a front seat. Prepare larger than usual checks for the visually impaired and have them and the physically impaired type or dictate the information to a classmate if they are unable to write. Do have them sign their name, however. Encourage speech impaired students to share verbally, using other means of communication only as needed. Write student responses on board during class discussion for hearing impaired students.

D. SPECIFIC SKILLS

Job Getting Skills

Date Assigned _____
Date Completed ____

ACTIVITY 51

Study Habits Inventory

OBJECTIVE: Students will evaluate their study habits and explain how good study habits and good work skills are related.

COMPLETION TIME: 1 hour

EQUIPMENT AND MATERIALS: pencils

INSTRUCTIONS:

Read each statement carefully and check the proper column.

"My Study Habits Inventory"

	Seldom	Usually	Always
1. I plan my study time.			
2. I know exactly what the assignment is.			
3. I have a study place with pencils, dictionary, etc. I need and will not be interrupted.			
4. I study in a straight-back chair at a desk or table.			
5. I make sure I have good lighting, properly arranged.			
6. I have a carefully planned study schedule.			
7. I stick to a time schedule for studying.			
8. I take well-organized notes on class lectures.			
9. I use a large, loose-leaf notebook, separated according to subjects, for notetaking, or a special notebook prepared for a certain course.			
10. I use outline methods in taking notes on class lectures.			
11. I take notes on reading assignments -- asking myself the questions: who, when, what, where, why, how.			
12. I take notes on films, filmstrips, etc. used in classwork.			
13. I take question-answer notes on class discussions.			
14. I do more work than is definitely assigned by teachers.			
15. I keep up with my work so that "cramming" is unnecessary.			
16. I read all written instructions before beginning an assignment.			
17. I listen carefully to instructions given by teacher.			
18. I have a regulated diet. I do not "nibble" while studying.			
19. I make use of the different parts of the book, table of contents, index and other helps.			
20. I look up unfamiliar words.			

REVIEW/EVALUATION:

1. Did you find some weaknesses in your study habits?
2. Do you think you can improve your study habits?
3. Will these study habits help you in your school work?
4. Will these study habits help you in your job?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired students and have them and visually impaired students sit in a front seat. Read the Inventory to the visually impaired; print or type it in large type or tape record it for them along with the evaluation questions. Visually and physically impaired students may either dictate, tape record or type their answers to the questions.

Date Assigned _____

Date Completed ____

ACTIVITY 52

Study Aids??

OBJECTIVE: Students will identify aids and hindrances to studying.

COMPLETION TIME: 10 minutes

EQUIPMENT AND MATERIALS: Box containing pictures cut from magazines

Note to teacher: Cut pictures from magazines of things that would help and things that would prevent students from studying. Examples are food, many people together in a room, music, very bright light, a quiet room, a good light, a good desk or table, dictionary, encyclopedia, etc. Paste each picture separately on construction paper and place them all in a box.

INSTRUCTIONS: (Check each item as completed)

____ 1. In the box in front of you, there are many pictures. First take all the pictures from the box.

____ 2. Next, decide whether each picture would help you study or keep you from studying and divide them into two piles based whether they help or hurt your studying.

____ 3. Then, look through the pile of things that you feel would help your studying. How many of these do you use when you study?

____ 4. Finally, look through the pile of things that hurt your studying. How can you change these?

REVIEW/EVALUATION:

1. Has this game given you new ideas on how to study?
2. How can you use these new ideas to improve your study habits?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired students and have them and visually impaired students sit in a front seat. For visually impaired, put actual items or large pictures (depending on the severity of the impairment) in the box and allow the visually impaired to examine them carefully. Visually and physically impaired students may either dictate, tape record or type their answers to the questions.

Date Assigned _____

Date Completed ____

ACTIVITY 53

Filling Out an Application/Data Form

OBJECTIVE: Students will learn to complete application/data forms neatly, accurately and completely.

COMPLETION TIME: 20 minutes

EQUIPMENT AND MATERIALS: Instruction sheet, Personal Data Form, pencil or pen

INSTRUCTIONS:

1. Read the instruction sheet for filling out the data sheet and application.
2. Get your copy of the personal data sheet and application and fill them out.
3. Let the teacher see the completed forms.

REVIEW/EVALUATION:

1. List four things to remember when filling out data sheets and application forms.
2. Did you follow the instructions?
3. Do your personal data sheet and application look neat?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired students and have them and visually impaired students sit in a front seat. Read the instruction sheet, tape record it, or print/type it in large letters for the visually impaired. Do the same for the application form leaving adequate space for responses. Visually and physically impaired students may either dictate, tape record or type their answers to the questions.

INSTRUCTIONS FOR FILLING OUT DATA SHEETS

A personal data sheet is only one of many kinds of forms people are asked to complete at some time or another. Whether it is a personal data sheet, an application form, or some other type of form requesting information, it helps the person reading it, to get to know you. Therefore, filling out forms properly, can mean a good impression for you. Here are some things to remember which will help you make a "good impression:"

1. Read and follow the instructions given on the form.

   For example: If the form says "Please print or type," Do not WRITE -- do one or the other.

2. Be neat, do not erase until you have holes in your paper or do not mark out mistakes with an ink pen.

3. Fill in all blank spaces. If the blank does not pertain to you, put a dash (--) or N/A which means "non-applicable" in the space.

4. When your Signature is requested, write your full name or your first name, middle initial, and your last name.

Select a job from the list below and pretend you are applying for it in filling out the application.

- Drafting
- Designer
- Newspaper Reporter
- Photographer
- Announcer
- Bookbinder
- Graphic Artist
- Print Shop Helper
- Librarian
- Advertising Specialist
- Proofreader
- Teacher Aide
- Postal Worker

APPLICATION

1. Position(s) applied for ______________________ Date ____________

2. Name ____________________
(Last) (First) (Middle. If married, use maiden.)

3. SOCIAL SECURITY NUMBER ________

4. Present Mailing Address ____________________
(Street & No. or RFD) (City) (County) (State) (Zip Code)

Permanent Mailing Address ____________________
(Street & No. or RFD) (City) (County) (State) (Zip Code)

Telephone: Home ________ Business ________ if none, where can you be reached by telephone? ________

5. CITIZENSHIP: ☐ U.S. ☐ Other—specify ________
Type of Visa ________

6. MILITARY SERVICE:
- (A) Are you a veteran? ☐ Yes ☐ No
- (B) Are you a widow of a veteran, or wife of a disabled veteran? ☐ Yes ☐ No
- (C) Date of entry into active service ________
- (D) Date of separation from active service ________
- (E) Type of separation ________

If you had more than one tour of duty, explain in Space No 17.

For Equal Employment Statistical Information Only

7. DATE OF BIRTH ________
(Month) (Day) (Year)

8. ETHNIC BACKGROUND
- ☐ (A) American Indian
- ☐ (B) Black
- ☐ (C) Asian American
- ☐ (D) Spanish Surnamed American
- ☐ (E) White
- ☐ (F) Other ________

9. SEX
- ☐ Male
- ☐ Female

INDICATE ANSWER BY PLACING "X" IN PROPER COLUMN

	Yes	No
10. May inquiry be made of your present employer regarding your character, qualifications, etc?		
11. Have you any physical defect, disease, or disability? If *Yes*, explain in Space No. 17.		
12. Are you employed by the State of North Carolina?		
Have you filed an Application for Employment with the State of North Carolina within the last two years?		

	Yes	No
13. Have you ever been convicted of a felony? If *Yes*, explain in Space No. 17.		
14. Are you related by blood or marriage to any person now employed by the State? If *Yes*, give name, relationship and agency in Space No. 17.		
15. Will you accept employment anywhere in the state? If *No*, list preferred areas in Space No. 17.		
16. Will you accept employment involving travel?		

17. Use this space to explain an answer (number answers to correspond to questions above; attach additional sheet if needed)

18. REFERENCES: If you wish to list references, please complete the following:

(A) Name ________ Address ________

(B) Name ________ Address ________

(C) Name ________ Address ________

SYSTEM SCIENCES, INC.

F-Grade 7/8-114 606

19. **EDUCATION** — Give your complete educational history below:

Elementary or High School	Name	Location	Ending Date	Circle highest school year completed
			Mo.____ Yr.____	1 2 3 4 5 6 7 8 9 10 11 12

Did you either graduate from high school or pass the High School Equivalency Test? Yes ☐ No ☐

Education Beyond High School	Name and Location	Attended From Mo.	Attended From Yr.	Attended To Mo.	Attended To Yr.	Circle Number Years Completed	Credit Hours	Did You Graduate?	Degree or Diploma and Year Received	Major Subject
College or University						1 2 3 4				
Graduate or Professional						1 2 3 4				
Other Education, Internship, etc.						1 2 3 4				

20. List fields of work for which you are licensed, registered, or certified, giving date(s) and source(s) of issuance.

21. List typing and shorthand skills, machines you can operate, and other skills in which you are proficient.

22. If the position applied for calls for specific courses, indicate courses and credits received.

23. EMPLOYMENT RECORD — Answer questions for each period of employment. Include military service and previous employment with the State of North Carolina. Failure to give complete information may result in rejection of your application. Begin with your present or last position. If more space is needed, use a continuation sheet.

A. Title of present or last position ____ Starting salary ____ Last salary ____

employed		
Date separated		
Full-time	Years	Months
Part-time	Years	Months
If part-time, number of hours worked per week		

Name and title of supervisor ____ No. employees supervised by you ____

Employer ____ Address ____

Duties ____

Reason for leaving ____

B. Title of next to last position ____ Starting salary ____ Last salary ____

Date employed		
Date separated		
Full-time	Years	Months
Part-time	Years	Months
If part-time, number of hours worked per week		

Name and title of supervisor ____ No. employees supervised by you ____

Employer ____ Address ____

Duties ____

Reason for leaving ____

C. Title of next position ____ Starting salary ____ Last salary ____

Date employed		
Date separated		
Full-time	Years	Months
Part-time	Years	Months
art-time, number of hours worked per week		

Name and title of supervisor ____ No. employees supervised by you ____

Employer ____ Address ____

Duties ____

Reason for leaving ____

CERTIFICATE OF APPLICANT

I certify that, to the best of my knowledge and belief, the statements given truly represent my background and experience.

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FORM 107 (Revised 2/75)

PERSONAL DATA FORM

Please Print or Type:

PERSONAL DATA SHEET OF ______________________________
First Name Initial Last Name

1. HOME: My address is ______________________________
Street City Zip Code

I was born ____________________ in ____________________
Month Day Year City State

I have ______ brothers and ______ sisters older than I. I have ______ brothers and ______ sisters younger than I.

Since I was born, my family has lived in ______ different towns in ______ different states.

My father's profession is ____________. My mother's profession is ______________.

2. SCHOOL: I am now in grade ______. I am taking the ____________ course in school.

I expect to graduate in ______________. In general my marks are:
Month Year

______excellent; ______above average; ______average; ______below average.

My favorite subjects are ______, ________, and ______________.

The subjects I like least are ________, ________, and ________.

3. LIFE: After I graduate, I plan to:

________ Continue Education. I hope to attend ____________________
School or College

and major in ____________.
Subject

__________ Get a Job. I hope to work for ________ as a ________.
Firm Occupation

__________ Be a housewife. I expect to hold a job, too. ________

I do not plan to hold a job. __________.

I prefer to work: Outdoors ________ Indoors ________ With: People ____

Machines ______; in Clerical work __________.

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F-Grade 7/8-115

SYSTEM SCIENCES, INC.

My big ambition in life is to become a ______________________ and live in
Occupation

____.
City State

4. ACTIVITIES: My favorite activities are:

_____ Sports. I participate in ________________ and ______________________.

_____ Reading. My favorite authors are _____________ and ________________.

_____ Clubs. I belong to _______________________ and ________________.

_____ Music. I play the ___________________ and the ______________________.

I am a member of the school band _______ orchestra _________ Glee Club ____.

My other music activities include ____

_____ Handicrafts. I make ___________________ and ______________________.

_____ Homemaking (cooking, sewing, etc.). I enjoy ________ and ________.

_____ Do-It-Yourself projects. I make or repair __________ and ________.

My other do-it-yourself activities include _______________________________.

_____ Dancing. I go to dances about ____________ times a month.

_____ Others. These include ____.

_____ My favorite hobbies are _________________ and ______________________.

I hold leadership positions in: School

____
Activity Position Activity Position

Elsewhere

____
Activity Position Activity Position

5. OCCUPATION: In your own experience, you have, no doubt, gained knowledge of several vocations which especially appeal to you. List the three which appeal to you most, in the order of preference, in these blanks:

____ First Choice

____ Second Choice

____ Third Choice

____ ____________________________
Your Signature Date

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Date Assigned _____

Date Completed ____

ACTIVITY 54

Role-Playing Attitudes

OBJECTIVE: The student will learn to identify personal characteristics from non-verbal cues.

COMPLETION TIME: 30-45 minutes

EQUIPMENT AND MATERIALS:

1. Small cards in which different attitudes can be written on and placed in a box.
2. Pencils
3. Box for cards

INSTRUCTIONS: (check each item as completed)

____ 1. Ask the members of your group to list on separate cards the different moods, feelings, or likes and dislikes that one experiences.

____ 2. Place cards in box.

____ 3. Let each member come before the class, choose a card, and act this out before the class without talking.

____ 4. Discuss the way one person acts out an attitude in comparison to another person.

REVIEW/EVALUATION:

1. Could you recognize the attitudes being acted out?

2. Can you better identify your own attitude?

3. What does your physical appearance tell others about your personality?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired students and have them and visually impaired students sit in a front seat. Have visually impaired and physically impaired either dictate or type their attitudes on the cards and have others' attitude cards printed or typed in large letters. If visually impaired are unable to read the cards, read it to them silently so that the rest of the class can guess the attitude. Some visually impaired students may not be able to participate in the observation phase, however, class should give them feedback on the way they act out attitudes.

Have other students communicate with hearing impaired students in writing if other forms of communication do not work. Encourage speech impaired students to share verbally, using other means of communication only as needed. Write student responses on board during class discussion for hearing impaired students. Check to see that the area is free of barriers to physical mobility for visually and physically impaired students. Visually and physically impaired students may either dictate, tape record or type their answers to the questions.

Date Assigned _____

Date Completed ____

ACTIVITY 55

The Job Interview

OBJECTIVE: Students will gain an awareness of how their behavior and physical appearance influences prospective employer's opinions about them.

COMPLETION TIME: 1 class period

EQUIPMENT AND MATERIALS: None

INSTRUCTIONS:

Divide into pairs. One member of the pair will play the role of the interviewer (employer) while the other member plays the role of a person interviewing for a job. You will then reverse roles. Decide which of you is to play which role first, then decide on the job to be applied for. The interviewer should ask the questions on the interview form.

After the interviews are complete, answer the following questions.

REVIEW/EVALUATION: (Discuss in class)

To the interviewers:

1. What impression did you have of the applicant you interviewed?
2. Would you hire this person? Why or why not?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired students and have them and visually impaired students sit in a front seat. Have the visually impaired and physically impaired either record or type the answers to the interviewer's questions. Have interviewees respond to the hearing impaired in writing if other forms of communication do not get ideas across clearly. Encourage speech impaired students to share verbally, using other means of communication only as needed. Write student responses on board during class discussion for hearing impaired students.

INTERVIEW GUIDE

What experience, skills, or qualifications do you have?

Why did you apply for this particular job?

What qualifications do you have that make you feel you will be successful in this job?

Do you feel you have done the best work in school of which you are capable?

Do you feel you have done the best work you are capable of in other jobs you have held?

Do you like working with others or by yourself?

Can you take instructions without feeling upset?

Do you like routine work? Regular hours?

How long do you plan to work here?

What are your future work plans?

Are there any other details or talents you think we should consider in reviewing your application?

D. SPECIFIC SKILLS

Job Holding Skills

Date Assigned _____

Date Completed ____

ACTIVITY 56

Concentration

OBJECTIVES:

1. Students will assess their ability to concentrate.
2. Students will recognize the importance of concentration on the job.

COMPLETION TIME: 10 minutes

EQUIPMENT AND MATERIALS:

1. Ten items (toothpaste, bar of soap, candy bar, pencil, gum, pen knife, eating fork, lipstick, fish hook)
2. One tray
3. Pencil and paper
4. Watch
5. Attendant

INSTRUCTIONS: (Check as completed)

____ 1. Observe a prepared tray of ten items, which an attendant will place before you, for ten seconds.

____ 2. The tray is removed by the attendant.

____ 3. Recall the items on the tray and record on paper.

____ 4. Attendant will return the tray for comparison.

____ 5. Record the number correct. ________________

REVIEW/EVALUATION:

1. Did you remember more than half?
2. Which jobs do you know that require great concentration?
3. In which subject areas is concentration helpful?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired students and have them and visually impaired students sit in a front seat. Allow visually impaired students to touch and examine the objects in the tray. Visually and physically impaired students may either dictate, tape record or type their answers to the questions.

Date Assigned _____
Date Completed ____

ACTIVITY 57

Following Directions

OBJECTIVE: Students will assess their ability to follow directions.

COMPLETION TIME: 10 minutes

EQUIPMENT AND MATERIALS: Pencils

INSTRUCTIONS:

In this exercise, you will be learning about how to follow directions. Very often, you have probably made low grades because you failed to follow directions, or failed to know what you were to do before beginning your work.

Following directions is not only important in academic work but in all the experiences of your life. Can you imagine having to build a house or cook Lasagne without directions? See how well you do in this exercise.

1. Read everything before doing anything.
2. Put your name in the upper right-hand corner of your paper.
3. Circle the word "corner" in sentence two.
4. Draw five circles in the upper left-hand corner of your paper.
5. Draw a square around each circle.
6. Put an "X" in each circle.
7. Write your name under the word "Instructions."
8. Next to the word "Instructions" write "Yes, Yes, Yes."
9. Put a circle around each word in sentence 6.
10. Draw a triangle in the lower left-hand corner of your paper.
11. On the back of your paper multiply 5 x 20.
12. Underline the word "Paper" in sentence 4.
13. Call out your name when you reach this point in the test.
14. If you think you have followed the directions up to this point, call out, "I did."
15. On the back of your paper, add 90 + 7.
16. Draw a circle around the answer to number 15.
17. Put a square around the circle in question number 15.
18. Count out loud in your normal speaking voice from 1 to 10.
19. Subtract 6 from 10.
20. Now that you have finished reading carefully, do only sentences numbered 1 and 2.

REVIEW/EVALUATION: (Discuss in class)

1. How well did you do?
2. List some reasons why people sometimes fail to follow directions.
3. What can happen if you fail to follow directions?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired students and have them and visually impaired students sit in a front seat. Print or type the activity in large letters for the visually impaired, record it, or have someone read it to him/her. Visually and physically impaired students may either dictate, tape record or type their answers to the questions. Encourage speech impaired students to share verbally, using other means of communication only as needed. Write student responses on board during class discussion for the hearing impaired students.

Date Assigned ____

Date Completed ____

ACTIVITY 58

Fred Kennedy

OBJECTIVE: Students will develop an understanding of the importance of following directions on the job.

COMPLETION TIME: 30 minutes

EQUIPMENT AND MATERIALS: Pencils, paper

INSTRUCTIONS: Read the following story and answer the questions about it.

This is a story about a young man named Fred Kennedy. Fred graduated from high school two years ago. While he was in high school, he helped the principal take messages to the teachers. He was very good at this job. He always took the message to the right teacher. He didn't waste time. He returned to his class as soon as the message was delivered. The newspaper office in Fred's town needed a copy assistant. They talked to the principal. The principal said Fred would be a good person to hire. The manager at the newspaper office told Fred he would have several jobs. He would have to sort papers, answer the telephone, be a messenger in the building, make local deliveries, sharpen pencils for the reporters, and read simple directions. Fred was very excited. He loved the newspaper office. It was an exciting place! It was a large office. It had many people working there. There was always a lot of activity and noise. He thought he could do the job very well. After he was hired, he knew how important the job was.

Fred ran errands for everyone in the office. He ran errands for the manager. He ran errands for the file clerk. Everyone in the whole building knew him. He got along well with everyone. When someone sent him on an errand, he was there on time. He did not waste time. He was very neat at all times. The manager knew he could give him an important letter to carry and it would be safe. Most of the time he could figure out what to do next. He did not have to ask too many times. He finished all his work before he left the office. He loved his job and most of the time he did a good job. He just had trouble following directions!

One day the manager sent Fred on an errand to another office. He told him to go two blocks right, one block left, to the new building on the end of the block. Fred started and went one block right and two blocks left and got lost! He had to go back and ask for the directions again. This time he went three blocks to the left and was lost again. The manager was mad this time. He told Fred he had better learn how to follow directions or he would get someone who could. After that, Fred listened very carefully and always followed the directions.

Fred stayed on this job for 20 years. He was so good, he became chief copy assistant for the newspaper. When he retired, the newspaper office had a big party for him. The manager said, "Fred, we will miss you. After you learned how to follow directions, you were the best copy assistant we have ever had."

DISCUSSION QUESTIONS:

1. Name six things a copy assistant does on the job.

2. Could a girl do this job?

3. What did Fred do well?

4. What work habit did Fred have trouble with?

5. Why would it be important to be able to follow directions in this job?

6. Do you think the manager should have been mad at Fred? Why?

7. What does "retired" mean?

8. What kinds of written directions do we have to follow? Examples: medicine bottles, recipes, fire extinguishers, washing machines, etc.

9. What kinds of spoken directions do we have to follow? Example: directions, orders to do work, listening to parents, etc.

REVIEW/EVALUATION:

1. Tell the class about a time when your failure to follow directions got you into trouble.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired students and have them and visually impaired students sit in a front seat. Type or print the activity in large letters for the visually impaired, have someone read it to them or tape record it. Encourage speech impaired students to share verbally, using other means of communication only as needed. Write student responses on board during class discussion for the hearing impaired students. Learning disability and educable mentally retarded students may have trouble recalling a great amount of information after reading the story. If someone doesn't remember the facts they read, have them turn back to the story and look up the information.

Date Assigned _____

Date Completed ____

ACTIVITY 59

Giving Directions

OBJECTIVE: Students will demonstrate the ability to give directions in the the proper sequence.

COMPLETION TIME: 20 minutes

EQUIPMENT AND MATERIALS: Pencils

INSTRUCTIONS:

Below are five activities that you might often do without thinking. The steps are below each activity, but are in scrambled order. Arrange them in the correct order. Use answer sheet.

1. Brushing teeth
    a. Brush teeth
    b. Get toothbrush
    c. Rinse toothpaste from mouth
    d. Put toothpaste on brush

2. Starting a car without automatic transmission
    a. Release the emergency brake
    b. Turn the key to the right
    c. Put the key in the ignition
    d. Put the car in gear
    e. Make sure the car is in park or neutral
    f. Put your foot on the brake

3. Preparing toast
    a. Push button to start toaster
    b. Get slice of bread
    c. Spread butter on toast
    d. When toast is ready, take it from toaster
    e. Pick up knife
    f. Place bread in toaster

4. Using the telephone
    a. Put receiver to ear
    b. Dial numbers
    c. Listen for dial tone
    d. Pick up receiver

5. Polishing shoes
    a. Buff the polish to shine
    b. Put polish on cloth
    c. Allow polish to dry
    d. Get polish
    e. Apply polish with cloth

ANSWER SHEET

1. Brushing Teeth

a. ______________________ c. ______________________

b. ______________________ d. ______________________

2. Starting a Car Without Automatic Transmission

a. ______________________ d. ______________________

b. ______________________ e. ______________________

c. ______________________ f. ______________________

3. Preparing Toast

a. ______________________ d. ______________________

b. ______________________ e. ______________________

c. ______________________ f. ______________________

4. Using the Telephone

a. ______________________ c. ______________________

b. ______________________ d. ______________________

5. Polishing Shoes

a. ______________________ c. ______________________

b. ______________________ d. ______________________

e. ______________________

REVIEW/EVALUATION:

Discuss what would happen if you gave someone directions in the wrong order for brushing teeth, starting a car, preparing toast, using the telephone, and polishing shoes.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired students and have them and visually impaired students sit in a front seat. Print or type the activity in large print for the visually impaired, tape record it, or have someone read it to him/her. Visually and physically impaired students may either dictate, tape record or type their answers to the questions. Encourage speech impaired students to share verbally, using other means of communication only as needed. Write student responses on board during class discussion for the hearing impaired students.

Date Assigned ____

Date Completed ____

ACTIVITY 60

Making a Map

OBJECTIVE: Students will assess their ability to give clear, concise directions.

COMPLETION TIME: 20 minutes

EQUIPMENT AND MATERIALS:

INSTRUCTIONS: Read the following exercises and check off each one as you do them.

Using a MAP:

____ a. Look at the Shelby Map and give directions from your home to Charlotte. Write down the directions first, then give them to a classmate and see if he/she can follow them correctly on the map. Good luck. Don't get lost.

____ b. Look at the North Carolina Map. Give directions from Rockingham to Charlotte; from Marion to Mt. Airy; and from Goldsboro to Wilmington. Use the same procedure as in (a).

____ c. Get another sheet of yellow paper. After sketching the map on a scrap sheet of paper, draw a final map, showing how to get from your house to the school. Include highway numbers and landmarks. On the back of sheet (b) write out the directions to follow.

REVIEW/EVALUATION:

1. Tell the class about a time when someone failed to give you clear directions and what happened as a result.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired students and have them and visually impaired students sit in a front seat. Prepare a large map for the visually impaired; however, some visually impaired students may not be able to participate in map-reading if their vision is too severely impaired. Consider having map directions given verbally to visually impaired and see if they can repeat them from memory. Have physically impaired students type, dictate or record directions and have them deliver their maps verbally rather than sketching them if they are unable to manipulate pencils. Encourage speech impaired students to share verbally, using other means of communication only as needed.

Ninth and Tenth Grade

I. Grade Objective

Student will continue to acquire and demonstrate those skills associated with functional adulthood. Special emphasis is placed on decision-making and upon acquiring hands-on experience in several communications and media trade areas.

II. Subject Areas Objectives

A. Social Studies

1. Students will achieve a better understanding of some of the interactive forces in American life such as the economy, the relationship between jobs and inflation and consumerism.
2. Students will come to make more logical and informed decisions.

B. English

1. Students will improve their interaction skills, including listening, speaking and attentiveness behaviors.

III. Career Education Objectives

Objectives	Related Activities
A. Self Awareness	
1. By the end of the tenth grade, students will have a better understanding of their roles and potential roles in society.	1,2
B. Career Awareness	
2. By the end of the tenth grade, students will have thought more systematically about career options and their interests and skills related to these options.	3,4,5,6,7,8
C. Social Awareness	
3. By the end of the tenth grade, students will have a better understanding of the interrelationships of individuals, groups, and organizations.	9,10,11,12,13

D. Specific Skills

	Related Activities
Values Clarification	
4. By the end of the tenth grade, students will have acquired a more crystalized idea of their values, and how they fit into the larger community.	14,15,16, 17,18
Decision-Making	
5. By the end of the tenth grade, students will have acquired a series of more logical, systematic and sound decision-making skills.	19,20,21
Economic Awareness	
6. By the end of the tenth grade, students will have acquired a series of more logical, systematic and sound decision-making skills.	22,23,24, 25,26
Job-Getting Skills	
7. By the end of the tenth grade, students will have acquired a better understanding of the personal and community resources available to them in searching for a job.	27,28,29 30,31
Job-Keeping Skills	
8. By the end of the tenth grade, students will have acquired a better understanding of some basic organizational behavior.	32,33,34, 35,36
Skills Training	
9. By the end of the tenth grade, students will have had hands-on experience, over an extended period of time (semester) with one of the following jobs.	37 Binding 38 Composition/ Paste-up Artist 39 Photographer 40 Press Operator 41 Stripper/ Transferrer

I. SELF AWARENESS

Date Assigned_______

Date Completed_______

ACTIVITY 1

Time Projection

OBJECTIVE: 1. To encourage students to assess themselves in terms of future roles they will play.

2. To encourage students to prepare themselves psychologically for the future roles they will play.

COMPLETION TIME: 30 minutes - 1 hour

EQUIPMENT AND MATERIALS: Paper, pencils

INSTRUCTIONS: Describe, in detail, the way you think the world will be when:

1. You take your first full-time job
2. You get married
3. Your last child is born
4. You are eligible for social security benefits

REVIEW/EVALUATION:

1. Explain how the world as you described it at each of the above 4 stages will affect you personally, if the changes that you predicted come to pass.
2. Describe the methods which you feel you will employ to adjust to the changes you predicted.
3. Discuss your responses in class.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present directions visually to non-lip reading hearing impaired and have them sit in a front seat. Visually and physically impaired may either type, record or dictate their work. Encourage the speech impaired to participate verbally relying as little as possible on non-verbal means of getting points across. Write student responses on the board for the hearing impaired.

Date Assigned__________

Date Completed__________

ACTIVITY 2

Personal Notebook

OBJECTIVE: To stimulate students to evaluate their day-to-day life situation and formulate plans for changing those aspects of their lives that do not lead to personal fulfillment.

COMPLETION TIME: 9 weeks

EQUIPMENT AND MATERIALS: Pencil, paper, tape/paste, notebook

INSTRUCTIONS: For the next nine weeks, you are going to be developing a notebook about yourself. The notebook will be organized into the following sections:

I. Self Description

II. Day-to-Day

III. How I Spend My Leisure Time

IV. Goals-Ambitions

V. Failures and Accomplishments

VI. Summary

The notebook will consist of a log, a type of dairy, in which you are to make daily entries. The entries will focus on the five different areas mentioned above, with each area given separate attention over the course of each day.

In order to be meaningful, the log entries should be completed at the end of each day before retiring. If you wait until the next day, you are apt to forget events that occurred and personal feelings and reactions that accompanied them.

The first section, "Self Description," should include short descriptions of yourself on a daily basis. The "Self-Appraisal List" should be completed first since the information from it should provide you with information to include about yourself.

Your self-descriptions will probably vary daily depending on what has occurred during the day and your reactions to these occurrences. You can think of these daily entries as being a reflection of your self-concept and how it varies over the course of time.

SELF APPRAISAL LIST

Consider the words in this list and check how often you think they describe you as your are:

	Always	Usually	Sometimes	Never
1. Honest				
2. Happy				
3. Friendly				
4. Sad				
5. Serious				
6. Self-confident				
7. Sensitive				
8. Jealous				
9. Popular				
10. Shy				
11. Clumsy				
12. Show-Off				
13. Afraid				
14. Kind				
15. Respectful				
16. Modest				
17. Proud				
18. Lazy				
19. Neat				
20. Prompt				
21. Thrifty				
22. Self-controlled				
23. Accurate				
24. Dependable				
25. Angry				
26. Moody				
27. Considerate				
28. Openminded				
29. Unreasonable				
30. Alert				
31. Demanding				
32. Industrious				
33. Reliable				
34. Courteous				
35. A Leader				
36. Cooperative				
37. A Follower				

F-Grade 9/10-6

Section II, "Day-to-Day" will consist of a description of the events of the day, and your reactions to these events. This section should allow you to keep track of the day's happenings and their effect on you and your feelings. Instead of simply making a list of the day's happenings, write a description of them, mainly composed of your reactions and feelings about the events rather than a long and involved description of the events themselves. Your goal is to determine how each day affected you rather than to keep an inventory of the day's occurrences.

Section III, "How I Spend My Leisure Time" should consist of log entries, focusing only on how "leisure" time is spent. These activities could include spending time with friends, hobbies, games, etc. Where possible, actual examples of leisure time activities could be included, such as drawings, paintings, ticket stubs, or other momentos. The final product should look much like a scrapbook. Include in this section the degree of personal satisfaction that you derived from each of these activities.

Section IV, "Goals-Ambitions," should consist of short daily entries summarizing any goals or ambitions that entered your mind during the day. Write these thoughts down as they occur to you so that they are not forgotten by the end of the day.

Section V, "Failures and Accomplishments," should include all failures and accomplishments that occurred during the day. These should not be confined solely to school work, but should instead be expanded to include anything that was viewed by you as a failure or accomplishment.

Section VI, "Summary" should consist of five separate summaries of the different notebook sections. Read back through each section and look for the following things:

Section I:

1. How you see yourself most of the time?

2. What happens during the day to cause you to see yourself this way?

3. What happens during the day to cause you to feel differently about yourself than you do most of the time?

4. Is there anything you would like to change about the way you see yourself? If so, how could you go about it?

Section II:

1. What events tended to occur regularly?

2. What effect do these events tend to have on you?

3. Are there any events that had a particularly strong effect on you? If so, which ones, and why?

4. If the regular occurrences of the day tend to have a negative effect on you, what are some things that you may do to change this?

Section III:

1. Do you spend your leisure time doing things that you enjoy?

2. Would you like to spend your leisure time differently? If so, how?

3. How much leisure time do you actually have?

4. How do you think you could use your leisure time in a way that would bring you the most personal satisfaction?

Section IV:

1. Did you find that you formulated personal goals and ambitions frequently?

2. Did completing this section of your log cause you to forulate goals or ambitions that you otherwise would not have formulated?

3. Did your goals and ambitions differ from day to day, depending on the days' events?

4. Were there any goals and ambitions that tended to recur regularly? If so, what were they?

5. Draw some conclusions about your goals and ambitions based on the findings from your log.

Section V:

1. Did your accomplishments outnumber your failures?

2. In what ways did you respond to your failures?

3. How many of your failures did you actually overcome?

4. In what areas were your failures and accomplishments mainly concentrated?

REVIEW/EVALUATION: Present, in class, for the purpose of discussion, the major points mentioned in the "Summary" section of your log.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired. Visually and physically impaired may either type, record or dictate their work. Make sure that students understand what is required in each of the five sections. Prepare a written set of instructions for each student to consult if questions arise about the assignment outside the classroom. Carry-home directions and Section IV, "Summary Questions" for visually impaired students could either be read to them by a relative, or they could be typed in raised letters or recorded on cassette. Any of these methods could also be used to enable visually impaired students to complete the "Self-Appraisal List". Encourage speech impaired to participate verbally during class discussions. Write student responses on the board for the hearing impaired.

II. CAREER AWARENESS

Date Assigned__________

Date Completed__________

ACTIVITY 3

What's My Line?

OBJECTIVE: To make students aware of different occupations available.

COMPLETION TIME: 2 hours

EQUIPMENT AND MATERIALS: Paper, pencils, research materials

INSTRUCTIONS: (To the teacher) Have one student think of a job which a panel composed of several other students, will try to guess by asking the student yes and no questions.

REVIEW/EVALUATION: Have students select a job that was included in the game to find out more about. Students may report to the class orally regarding their findings.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired, and have them sit near the speakers. Write responses on the board for hearing impaired students who are unable to hear conversational tone. If research materials are used and not available in a medium suitable for visually impaired students, have another student read to them or tape record the information. Encourage speech impaired to participate verbally during class discussions. Write student responses on the board for the hearing impaired.

Date Assigned____________

Date Completed____________

ACTIVITY 4

Taking a Vocational Interest Test

OBJECTIVE: To help students specify their areas of vocational interest.

COMPLETION TIME: 2 hours

EQUIPMENT AND MATERIALS: Pencil, paper, interest tests

INSTRUCTIONS: (To the teacher) Have students take one or more vocational interest tests, such as the Self-Directed Search, Kuder, or the Strong Vocational Interest Test. After the tests are completed and scored, meet with students individually and discuss their test results.

REVIEW/EVALUATION: Have students write an analysis of how well their areas of interest coincide with their abilities in these areas.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

If tests are not available in a medium appropriate for the visually impaired, have someone read the test for them or tape record it. Visually and physically impaired students may either type, dictate, or record their responses if they are unable to write. Encourage impaired students not to unrealistically restrict themselves because of their impairment while at the same time evaluating their interests in the light of their abilities and potentials. Encourage students to focus on their strengths rather than their weaknesses.

Date Assigned________________

Date Completed________________

ACTIVITY 5

Making a Career Journal

OBJECTIVE:

1. To make students aware of the different types of occupations available in the community.
2. To provide students with a list of contact persons to consult in looking for a job.

COMPLETION TIME: 9 weeks

EQUIPMENT AND MATERIALS: Paper, pencils, journal entry forms

INSTRUCTIONS: Take a field trip to one local business or industry each week for nine weeks. After each visit, enter information about the field trip in your "career journal" (a collection of information about different jobs which, when completed, should include in addition to occupational information, your interest and ability test score interpretations, at the end, "future directions" (suggestions from teachers, counselors, friends, relatives, etc. as to further steps to take in selecting and preparing for an occupation) and a list of contact persons with whom you may wish to consult in the future about a job.

(To the teacher) Xerox the following in sufficient number to use as a journal or have them copy down the headings themselves. Have students fill in their journals in as much detail as possible.

REVIEW/EVALUATION: Check students' journals weekly to review questions and check their accuracy.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Provide visually impaired students with journals with large or raised letter type. Visually and physically impaired students who are unable to write may tape record their journal entries. Prepare the "tour" guide beforehand so that he/she may make adequate provisions for impaired students (such as audio-visuals,etc.). Remove barriers to physical mobility for visually and physically impaired.

Career Journal

Place Visited:

Date:

Time:

Type of Business:

Number of Employees:

Approximate number and titles of different jobs existing there:

Person Conducting the Tour:

Who to Contact for Further Information:

Personnel Officer:

Complete Descriptions of Jobs Observed:

Job #1

Job #2

Job #3

Job #4

Job #5

Date Assigned______________

Date Completed______________

ACTIVITY 6

Career Panel Discussion

OBJECTIVE: To make students aware of the characteristics of the present and projected future job market.

COMPLETION TIME: 2 hours (including the evaluation activity)

EQUIPMENT AND MATERIALS: Paper, pencils, research materials

INSTRUCTIONS: Have a panel composed of various employment agency personnel speak to the class and answer questions about jobs available. Panel members could include employment counselors from the Employment Security Commission, Snelling & Snelling, and various private employment agencies and local industrial concerns.

REVIEW/EVALUATION: Ask students to list 10 jobs in demand at present, select one or two of interest to them and do research on skill and training required, salary, and projected job openings in the future.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Have hearing impaired students seated near the speakers and if they bring materials, inform them beforehand so that they may be made more suitable for the different handicapping conditions that exist in the classroom. Encourage the speech impaired to participate verbally during class discussions. If research materials are not available in a form appropriate for visually impaired students, have another student read to them or tape record the material for them.

Date Assigned_______________

Date Completed_______________

ACTIVITY 7

Job Clusters

OBJECTIVE: To make students aware of the range of job possibilities within the cluster framework.

COMPLETION TIME: 20-30 minutes

EQUIPMENT AND MATERIALS: Paper, pencils, research materials, if necessary

INSTRUCTIONS: Take one job that you have an interest in and list as many jobs as possible that are related in some way. The relationship can be in terms of: 1) type and length of training involved, 2) similarity of skills and/or duties required, and 3) setting in which the job is performed.

REVIEW/EVALUATION: Discuss in class the "cluster" you generated from one occupation and its implications for job hunting.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired. Visually and physically impaired may either type, record or dictate their work. See that research materials are available for those students who have difficulty seeing the relationship between and generating different occupations. Encourage speech impaired to participate verbally during class discussions, and write student responses on the board for the hearing impaired.

Date Assigned____________

Date Completed____________

ACTIVITY 8

Skill Training Observation

OBJECTIVE: To make students aware of the skill training options available at the high school level.

COMPLETION TIME: 2 hours

EQUIPMENT AND MATERIALS: None

INSTRUCTIONS: (To the teacher) Have students visit the skill training stations at the high school and observe their operation. Afterwards, have a panel discussion (question and answer period) with student participants in the skill training areas.

REVIEW/EVALUATION: Have students meet with teachers/counselor to determine whether their career interests can be served by any of the skill training courses at the high school level. If students find that their career needs cannot be met by any of these skill training areas, have them jointly with teachers and counselors prepare an appropriate program to pursue at the 11th and 12th grade levels.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Have hearing impaired students situated near the speaker during the observations and allow the visually impaired to examine materials and equipment through touching. Explore carefully with impaired students the implications of their impairments with respect to the types of skill training observed. Encourage all impaired students to participate verbally during panel discussion.

III. SOCIAL AWARENESS

Date Assigned____________

Date Completed____________

ACTIVITY 9

Then and Now

OBJECTIVE: To help students recognize the changing role of the family and its effect on family members.

COMPLETION TIME: One week (3-5 days)

EQUIPMENT AND MATERIALS: Paper, pencils, research materials

INSTRUCTIONS: (To the teacher) Divide the class into groups. Let each group do research and an oral report in class on the following topics:

1. A comparison of the role of the mother in colonial times with her role today.
2. A comparison of family size in colonial times and family size today.
3. A comparison of the role of the father in colonial times with his role today.
4. A comparison of the mobility of the family in colonial times with the mobility of the family today.

REVIEW/EVALUATION:

1. Write a report identifying five changes in the American family since colonial times regarding the role of the mother, the role of the father, family size and family mobility.
2. Based on the changes you identified from colonial times until now, what changes in the family do you predict for the future?
3. How do you think the changing family roles have affected individual family members?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired. If research materials in large type, braille, or raised print are not available for the visually impaired, have another student either read or tape the appropriate material for the student. Visually and physically impaired may either type, record or dictate their work. Encourage students, when they present their oral reports, to speak loudly enough and clearly and distinctly for the hearing impaired and have the hearing impaired sit near the front. Encourage the speech impaired to participate verbally, relying as little as possible on non-verbal means of getting points across.

Date Assigned ____________

Date Completed____________

ACTIVITY 10

Past, Present, Future

OBJECTIVE: To encourage students to recognize and deal with the impact of changes in our society.

COMPLETION TIME: 3-5 days (including class presentations)

EQUIPMENT AND MATERIALS: Paper, pencils, research materials

INSTRUCTIONS: Describe, in writing, the changes that have occurred in the following areas in the last 10 years:

1. sex
2. drug use
3. crime
4. technology
5. race relations
6. education
7. marriage
8. customs and traditions

Then describe in writing the changes that you think will occur in these areas in the next 10 years.

REVIEW/EVALUATION: Take one modern social problem and trace the development of it orally, in class over the last 10 years.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired and have them sit in a front seat. If research materials in large type, braille, or raised print are not available for the visually impaired, have another student read or tape the appropriate material for the student. Visually and physically impaired may either type, record or dictate their work. Encourage the speech impaired to participate verbally relying as little as possible on non-verbal means of getting points across. Write student responses on the board for the hearing impaired, and encourage students to speak loudly, clearly and distinctly enough for the hearing impaired to hear.

Date Assigned____________

Date Completed___________

ACTIVITY 11

Stereotypes

OBJECTIVE: To help students understand the error in using stereotypes.

COMPLETION TIME: 20 minutes

EQUIPMENT AND MATERIALS: Paper, pencils

INSTRUCTIONS: As a group, make a list of all the sayings you can think of that show stereotypes. When you are finished, talk about each one individually and evaluate the truth of what each is saying.

REVIEW/EVALUATION: Take three stereotypes and in class explain in detail why they are untrue.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Encourage class members to speak loudly, clearly and distinctly for the hearing impaired and to make every effort to include all impaired students in the list-making especially since they are often victims of stereotypes. Encourage the speech impaired to participate verbally relying as little as possible on non-verbal means of getting points across. Praise the class for being supportive of speech impaired students. Write student responses on the board for the hearing impaired.

Date Assigned___________

Date Completed___________

ACTIVITY 12

Family Affair

OBJECTIVE: To increase students' competency in coping and interacting with parents.

COMPLETION TIME: 30 - 60 minutes.

EQUIPMENT AND MATERIALS: Pencils, paper props as needed in the classroom

INSTRUCTIONS: (To the teacher) Divide the class into groups of three (or more depending on the roles you assign) and present each group with one of the following scenarios to act out in a dramatization:

1. You come in late one night and your parents announce to you that your allowance has been cut off for two weeks.
2. After putting it off for two days, you decide to tell your parents about your failing grades in English and Math.
3. Four of your best friends get busted for drugs and your parents confront you with this and ask you not to see them again.
4. You decide you want to drop out of school, travel to Arizona and get a job so you announce the decision to your parents.
5. A neighbor calls your parents and unjustly accuses you and your friends of vandalizing his property. Your parents confront you with the neighbor's accusations.
6. After you announce to your parents that you have a date, your parents inform you that you are too young. You try to convince them otherwise.
7. You finance a good friend's abortion with money that you earned during the summer. Your parents find out about it and criticize you severely for spending your money in this manner.
8. Your parents ask you why you don't want to go to church with them anymore.

9. You announce to your parents that you intend to go to college and your mother suggests that you get a job after graduation instead and gives examples of college graduates who either have been unable to find jobs or who are getting paid minimum wages.

10. You want to take a job after school to earn money for a car. Your parents object because your grades have been poor and they are afraid the job would take more time away from your studies.

REVIEW/EVALUATION: 1. List five suggestions based on the information revealed during the scenarios for solving "parent problems."

or

2. Write a paper on parent-child relations based on interviews with several parents and children about the way they interact and solve problems that arise.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired. Encourage participants to speak slowly and distinctly so that the hearing impaired may better follow the role-play conversation. Remove barriers to physical mobility for visually and physically impaired. Encourage the speech impaired to participate verbally relying as little as possible on non-verbal means of getting points across. Visually and physically impaired may either type, record, or dictate the evaluation exercise. If interviews are to be included as an evaluation exercise, assist impaired students with the arrangement of and information regarding conduct of the interview. Visually impaired and physically impaired students may either tape the interview or have another student take notes for them if they are unable to write. Have interviewees informed of hearing impaired students' hearing difficulty and have them speak clearly and distinctly, or, if this fails, they may respond in writing. Speech impaired students who are unable to make themselves understood may use props or the written word to convey their questions.

Date Assigned__________

Date Completed__________

ACTIVITY 13

Listening and Hearing

OBJECTIVE: To increase students' understanding of the role of non-verbal behavior in communication.

COMPLETION TIME: 20 minutes

EQUIPMENT AND MATERIALS: Paper, pencils

INSTRUCTIONS: (To the teacher)

Phase I:

Have a student present an oral report to the class. Have the rest of the class listen to the presentation blindfolded. Have the audience and the speaker describe their reactions to the situation with respect to: concentration, the degree of their involvement, their ability to assess the mood and the tone, etc.

Phase II:

After Phase I, have the speaker again deliver an oral presentation, this time blindfolded, to an unblindfolded audience. After the presentation, have both the speaker and the audience answer the same questions that they answered during Phase I.

REVIEW/EVALUATION:

1. Discuss in class the role of non-verbal behavior in communication.

2. Have students list the kinds of information that non-verbal behavior reveals.

3. Ask students to report how they felt when deprived of non-verbal cues.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

If visually impaired students are unable to perceive the speaker visually during Phase II by sitting on the front, have them listen to class comparisons of Phases I and II and then report to the class the non-verbal cues they detected as compared with the rest of the class. Have hearing impaired students sit on the front, however, if they are unable to perceive sound, have them report what they learned from non-verbal cues as compared to what the rest of the class perceived. Encourage speech impaired to participate verbally during class discussions. Write student responses on the board for the hearing impaired.

D. SPECIFIC SKILLS

Values Clarification

Date Assigned__________

Date Completed__________

ACTIVITY 14

"1984"

OBJECTIVE: To help students identify their values within the context of the future directions they desire for the U.S.

COMPLETION TIME: 1 hour

EQUIPMENT AND MATERIALS: Paper, pencils

INSTRUCTIONS: Complete the following three activities in order:

1. Take five of the areas below and describe them as you would like them to be by the year 2,000.
2. After you have done this, list some of the decisions that would have to be made in order to create the situations as you described them.
3. List the values on which the descriptions in #1 were based.

    1. The United Nations
    2. Street Crime
    3. Race Relations
    4. Work/leisure
    5. Alternate energy sources
    6. Pollution
    7. Mind control
    8. Politics
    9. Education
    10. Population
    11. Life Span
    12. Marriage Laws
    13. Urbanization
    14. Pornography
    15. Genetics

REVIEW/EVALUATION: Explain how the changes you described in the situations above would affect you personally.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired. Directions for the exercise may either be read, taped, or typed in braille or raised print for the visually impaired. Visually and physically impaired may either type, record, or dictate their work.

Date Assigned___________

Date Completed___________

ACTIVITY 15

A Global Affair

OBJECTIVE: To stimulate students to identify their values within the context of world affairs.

COMPLETION TIME: 1 week

EQUIPMENT AND MATERIALS: Newspapers, scissors, tape, glue, notebooks and pencils.

INSTRUCTIONS: Each day for a week clip two newspaper articles from the local paper which relate to world and/or national affairs. Mount these articles in a notebook and, under each one, list the values revealed in each article and draw conclusions as to whether or not the values expressed in the articles are consistent with yours.

REVIEW/EVALUATION: Have a class discussion on how the articles would have read differently had the individuals involved shared your values.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired. If newspapers are not available in a readable medium for the visually impaired, have someone read the articles to them. Visually and physically impaired may either type, record or dictate their work. Have hearing impaired students sit near the front during class discussions so they may better hear the teacher summarize other students' responses. Encourage the speech impaired to participate verbally, relying as little as possible on non-verbal means of getting points across.

Date Assigned______________

Date Completed_____________

ACTIVITY 16

Generation Gap?

OBJECTIVE: To help students realize that people's values differ.

COMPLETION TIME: 1 week

EQUIPMENT AND MATERIALS: Paper, pencils

INSTRUCTIONS: Interview one person from each of the age groups below in order to discover what their values are. To obtain this information, ask questions such as, "What things in life are important to you?", "What do you want out of life?", "What is your philosophy of life?"

Age Groups

15-20
21-25
26-35
36-45
46-55
56-65
over 65

Submit a written summary of your findings. Include in your summary ways in which your interviewees' values differ from yours, whether or not you noticed distinctly different kinds of values among the different age groups. If so, what kinds of differences did you observe and possible reasons why. Also list/discuss any similar values that you noticed among the different age groups.

REVIEW/EVALUATION: Discuss in class why people have different values and what this means in terms of social interaction and getting along with others.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired. Assist impaired students with the arrangement and conduct of the interviews. Remove barriers to physical mobility for visually and physically impaired both to and from and at the interview site itself. Visually and physically impaired students may either tape the interviews or have another student take notes for them if they are unable to write. Have interviewees informed of hearing impaired students' hearing difficulty and have them (interviewees) speak clearly and distinctly. If this fails, interviewees may respond in writing. Speech impaired students who are unable to make themselves understood may use props or the written word to convey their questions. Have parents assist with transportation to field trip site if possible. Encourage speech impaired to participate verbally during class discussions. Write student responses on the board for the hearing impaired.

Date Assigned__________

Date Completed__________

ACTIVITY 17

"A Year 2,000 Scopes Trial"

OBJECTIVE: To help students recognize the importance of evaluating technological change within the context of human values.

COMPLETION TIME: 3 - 4 days

EQUIPMENT AND MATERIALS: Pencils, paper, classroom props as needed

INSTRUCTIONS: (To the teacher) Have the class conduct a mock trial of someone convicted of cloning (i.e., generating a human being artificially from the cells of another human being). Have students play the different roles required: plaintiff, defendant, lawyers, judge, jury, witnesses. Carry the trial through the verdict and sentencing.

REVIEW/EVALUATION:

1. List all the values that were brought out at the trial.
2. Which values won out based on the verdict and sentencing?
3. How closely do the values mentioned in #2 correspond to society's values? To your values?
4. How closely do you feel that these values will correspond to those societal values operating 20 years from now?
5. What happens when individual and societal values do not correspond?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired. Make sure that impaired students are assigned roles and remove barriers to physical mobility for visually and physically impaired. Encourage the speech impaired to participate verbally relying as little as possible on non-verbal means of getting points across. Visually and physically impaired may either type, record, or dictate the evaluation exercise.

Date Assigned____________

Date Completed___________

ACTIVITY 18

Personal Metamorphosis

OBJECTIVE: To make students aware of the changing character of values over time.

COMPLETION TIME: 2 weeks

EQUIPMENT AND MATERIALS: Paper, pencils

INSTRUCTIONS: For 2 weeks, write down daily the answer to this question, "What would I like to have that I don't have now?" At the end of the 2 week period, go back and list the values that each daily list reflects.

REVIEW/EVALUATION: Write a summary of your findings, incorporating the answers to the following questions:

1. Did your values change over time? If so, how?
2. Can you identify any events of the day that may have modified your thinking and thus your values?
3. Were there any radical changes in your values over the 2 week period?
4. If radical changes do occur in your values, in what areas do you predict they will occur?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired. Visually and physically impaired may either type, record or dictate their work. Review/Evaluation questions may either be read, but preferably taped or typed in braille or raised type for the visually impaired.

D. SPECIFIC SKILL

Decision-Making Skills

Date Assigned____________
Date Completed___________

ACTIVITY 19

Occupational Decision-Making

OBJECTIVE: 1. To provide students with a logical, systematic decision-making procedure to apply to the process of occupational decision-making.

COMPLETION TIME: 2 weeks (8 steps)

EQUIPMENT AND MATERIALS: Paper, pencils

INSTRUCTIONS: The following exercises are designed to give you practice in choosing an occupation. More important than the occupation that you choose in the final exercise, is your ability to follow the series of steps that lead you to the decision. Since people change jobs an average of 5 to 8 times in their lives career decisions are not permanent. More important is knowing how to make career decisions, which is the purpose of the following exercises.

STEP 1 - Complete the "work values" exercise.

Work Values

DIRECTIONS: Look at the list of job characteristics below. Place a check beside those that describe the kind of job in which you would be most happy. I would like a job:

________ in which there are pleasant people to work with
________ which pays well
________ which has a good retirement plan, health insurance benefits, generous vacation time, and other fringe benefits
________ in which there is a great deal of job security
________ which has good working hours
________ which has an agreeable boss
________ in which there is an opportunity to be recognized
________ in which there is an opportunity to advance
________ in which the working conditions are good
________ in which there is an opportunity to use my talents
________ in which there is an opportunity to use my creativity

_______ in which there are different things happening most of the time

_______ which has adventure

_______ which has a set routine to follow

_______ in which there is a great deal of supervision

_______ which has a great deal of status

STEP 2 - Complete "Things to Consider in Choosing a Job."

Things to Consider in Choosing a Job: List #2

1. What are some things that you can do well?
2. What are you interested in?
3. Would you rather work with people or work alone?
4. Would you rather work for yourself or work for someone else?
5. Would you rather work outside or inside?
6. Do you like moving around, standing, or being seated?
7. Would you rather supervise other workers or be supervised by someone else?
8. Would you rather turn out a product or perform a service for someone?
9. Will you need a lot of money to live the kind of life you want to live?
10. Do you want a job with set regular hours or would you rather have a job where you decide when you will do your work?
11. Is having Saturday and/or Sunday free important to you?
12. Would you mind working at night?
13. Would you rather have a job that doesn't require a lot of thought.
14. Would you rather have a job that you can forget about at the end of the work day or would you like one that is so interesting that you think about it when you get home?
15. Would you like making decisions on the job or would you rather leave this to someone else?
16. Would you like a job with a lot of paperwork, a medium amount, or a small amount?
17. Would you like a job in which you would work with numbers?
18. Would you like to work with money?
19. Would you like a job that requires a lot of reading.
20. Would you like a job in which you do the same things each day?

STEP 3 - Take a vocational interest test and an ability test under the direction of your counselor. Your counselor will go over the tests with you and explain and discuss your scores with you.

STEP 4 - With your counselor's help, list as many jobs as possible which relate to those areas in which you scored high on the Vocational Interest Test you took.

STEP 5 - Look up information on those jobs in which you are interested and omit those that are not to your liking. List the remaining jobs here.

STEP 6 - Of those jobs remaining, use the "Occupational Information Form" and collect further information on each of the jobs left on your list. (Ask your counselor for help, if necessary.)

Occupational Information Form

I. Job Characteristics

1. Job Title:

2. Duties and Responsibilities

3. Salary:
   - A. Average

   - B. Starting

4. Working Hours

5. Opportunities for Advancement

6. Fringe Benefits

7. Demand
   - A. Present

   - B. Future

II. Educational Preparation

1. Type of Education

   Less than high school

   High School

   Technical School

F-Grade 9/10-40

College

Graduate School

Other

2. Length of Education/Training

3. Cost

4. Required High School Courses

5. Recommended High School Courses

6. Other Requirements (tests, certification, etc.)

7. Special Skills, Aptitudes

III. Job Rewards

_____ Security

_____ Money

_____ Status

_____ Achievement

_____ Recognition

_____ Co-Workers

_____ Working Conditions

_____ Fringe Benefits (Vacation time, insurance, pension plan, etc.)

_____ Leadership

_____ Self-Expression

_____ Variety

_____ Responsibility

_____ Advancement Opportunities

_____ Adventure

_____ Activity

_____ Ability to use one's talents

_____ Independence

_____ Geographical Location

_____ Other: ______________________

_____ Other: ______________________

IV. Personal Impressions

A. Advantages

B. Disadvantages

STEP 7 - Look again at your answers in Steps 1 and 2. With you counselor's help, omit any jobs that do not offer the kinds of things you listed as important in Steps 1 and 2. List the remaining jobs here.

STEP 8 - Look at those jobs remaining on your list and look at the education, skills and abilities required for each. With your counselor's help, decide: (1) whether you are willing and/or able to get the education necessary for the job; (2) whether your scores on your ability test match any special abilities called for in the jobs you have remaining on your list; (3) if it is possible for you to acquire any of those skills the job requires that you lack. Omit any of those jobs that require education, training or skills that you cannot or do not want to obtain. List the remaining jobs here.

STEP 9 - After considering carefully the jobs remaining on your list, complete the following "Job Decision Form."

HOW TO ADAPT:

Present the activity orally or in braille to the visually impaired. Counseling sessions with impaired students should focus on realism without prematurely discouraging motivated students from pursuing jobs in which they could conceivably function adequately. Teacher/counselor interaction with student should emphasize what they can do rather than their limitations.

Job Decision Form

Jobs	Requirements	Requirements I Have Already Met
1)		
2)		
3)		

Requirements I Need To Meet	Ways of Meeting These Requirements
1.	
2.	
3.	
1.	
2.	
3.	

1.

2.

3.

My Chances of Meeting These Requirements

Good	Fair	Poor	Don't Know
1.			
2.			
3.			
1.			
2.			
3.			
1.			
2.			
3.			

STEP 10 - The completion of the following Summary Chart ends this Occupational Decision-Making package. Your career exploration need not end here, however. If there are questions still remaining in your mind, see your counselor and try to get direct on-the-job experience in the job you are interested in whenever possible.

Summary Chart

After completing these career exploration exercises, I: (Check one)

☐ Have decided on an occupation and I am beginning preparation now for the job.

☐ Have decided on an occupation but I cannot start preparing for it until later.

☐ Have several occupations in mind still so I will prepare for them in a more general way by taking courses related to all of them.

☐ Have still not decided on any occupation. I need more time to weigh the information. The steps I will take in doing this are:

1.

2.

3.

Date Assigned___________

Date Completed___________

ACTIVITY 20

Corporate Decisions

OBJECTIVE:
1. To increase students' understanding of the decision-making process.
2. To encourage students to critically evaluate decision-making procedures as they presently exist.

COMPLETION TIME: 2 hours (one for observation and one for presentation)

EQUIPMENT AND MATERIALS: Paper, pencils

INSTRUCTIONS: Investigate through interviews or actual observation of meetings how decisions are made in one of the following settings: school, a local industry, a hospital, a local civic organization, the post office, the police station, the fire station, or a bank. After the observations/interviews are complete, write a summary of your findings, examining the decision-making process in the setting you observed. Include such information as 1) who made the decisions; 2) how large was the decision-making group; 3) who had the most power and why; 4) on what basis were decisions made; 5) what kinds of decisions were/are made by the group; 6) do different groups handle different kinds of decisions?

REVIEW/EVALUATION: Present your findings to the class. As the presentations are made, ask yourself such questions as 1) Did the decision-making process described seem effective? 2) Will this kind of decision-making be useful in the future when there is more information to accomodate and more complex decisions to be made? 3) What differences exist in the kind of decision-making processes described? 4) Which decision-making process seemed most effective and why?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired. Assist impaired students with the arrangement and conduct of the interviews. Remove barriers to physical mobility for visually and physically impaired, both to and from and at the interview/observation site itself. Visually and physically impaired students may either tape the interviews/observations or have another student take notes for them if they are

ACTIVITY 20 (Continued)

unable to write. Have interviewees/observees informed of the visually and hearing impaired students' impairments so that they may focus on avenues of communication that appeal to one or more of the unimpaired senses. Speech impaired students who are unable to make themselves understood may use props or the written word to convey their questions. Visually and physically impaired may either type, record or dictate their work. Read, or preferably tape or type in braille or raised letters questions to be answered in the written summary. Encourage speech impaired to participate verbally during class discussions. Write student responses on the board for the hearing impaired.

Date Assigned___________

Date Completed___________

ACTIVITY 21

Town Meeting

OBJECTIVE: To make students aware of the dynamics of the decision-making process.

COMPLETION TIME: 2 hours (one for introduction of roles and the other for actual role-playing)

EQUIPMENT AND MATERIALS: Paper, pencils

INSTRUCTIONS: (To the teacher) Assume that the city council of Middletown, made up of members of the class, is having a meeting to decide how the city budget of $1,000,000 is to be divided for the year. City council members, with their own private agendas, meet to convince the council of the financial needs of the group or institution they represent. Roles that may be assigned are as follows:

1. Dr. Carlton Jeanette, M.D. Representing Middletown General Hospital and city council chairperson. Needs $600,000 for operating costs. Located in the suburbs.
2. Ms. Marianne Bryant, Lawyer. Interested participant not representing any interest group but is privately sympathetic to city transportation and as a member of the city council, intends to see that they get their share.
3. Mr. Phillip Clark, Social Worker. Representing Social Services. Needs $200,000 to support old programs and initiate new ones for the disadvantaged.
4. Rev. Joseph Moreno, Minister. Member of the city council, but not representing any interest group. Privately sympathetic to the local school district and antagonistic toward the Drug Abuse Center and Outreach work because of what he sees as their "approval" of drug users and unwed parents in the community.
5. Mr. Alex Cunningham, Hospital Administrator. Needs $800,000 for an additional wing to the Middletown Central Hospital, which is centrally located and serves the urban poor and disadvantaged.
6. Mr. Neil Youngblood, Public Health Nurse. Representing the Dept. of Public Health. Needs $150,000 to support health care programs for the coming year.

ACTIVITY 21 (Continued)

7. Ms. Charlotte Morgan, Outreach Worker. Needs $25,000 to support activities designed to determine the needs of the poor and disadvantaged in Middletown and provide family planning and personal counseling where indicated.

8. Ms. Beatrice Talmadge, Business Owner. Although not present to ask for funds, she is there to oppose the Environmental Research Group in their efforts to get funds and therefore continue to operate and stifle the development of new business in the community.

9. Mr. Jack Tate, Private Citizen. Attending the meeting to offer support to Dr. Carlton Jeanette in his efforts to get more money to improve the services of Middletown General Hospital, which serves his (Mr. Tate's) neighborhood. Mr. Tate is privately opposed to the existence of Middletown Central Hospital and would like to see it lose its funding.

10. Ms. Jacqueline Fisher, Politician. Attending to offer support to public education, an issue which she believes will lead to her re-election if she comes out strongly enough in favor of it.

11. Ms. Margaret Dudley, Public School Teacher. In attendance to ask for $550,000 jointly with the school superintendent, Mr. Browning.

12. Mr. Jacob Marsh, Public Transportation Officer. Asking for $300,000 to maintain and renovate the public transportation system. At odds with Mr. Whiting, who feels that public transportation needs to incorporate anti-pollution systems into their transportation vehicles.

13. Mr. Mark Whiting, Environmental Researcher. Representing the city's planning board and asking for $90,000 to conduct a 1 year research project on the city's pollution problems and strategies for overcoming them. At odds with Mr. Marsh, who doesn't see the need for public transportation to get involved with the pollution issue.

14. Mr. Raymond Floyd, Banker. Attending to support Dr. Jeanette, one of his biggest depositors, in his bid for the Middletown General Hospital.

15. Mrs. Julia Chase, Real Estate Broker. In attendance to support Mr. Marsh in efforts to secure funds for transportation, an endeavor which could add significantly to the values of real estate in the out-lying areas.

16. Mr. Ted Fitzpatrick, Police Officer. Asking for $300,000 to support the operation of the police force and to initiate new crime prevention programs.

17. Dr. June Alford, Public School Superintendent. Asking for $550,000 to support the school's operation for the coming year together with Ms. Dudley.

18. Mr. David Delano, Public Utilities Officer. Asking for $250,000 to supplement the public utilities operation for the coming year.

19. Mr. Sam Sedgewick, Director, Drug Abuse Counseling Center. Asking for $150,000 to support on-going drug programs and initiate new ones. Main clientele are poor and disadvantaged.

20. Dr. Marie Glasgow, Director, Mental Health Center. Asking for $300,000 for the operation of the Center and its ongoing programs for the coming year. Center operates on a sliding scale which means that a large percentage of the poor are served free.

21. Ms. Elaine Dawson, Director, Meals on Wheels. Asking for $35,000 to support the Meals on Wheels Program for the Elderly.

22. Mr. Christopher Rush, Director, City Recreation. Asking for $75,000 to maintain the city's recreation program and initiate new ones.

Not all roles need be assigned if there are too few students to fill them. If there are more than 22 students, improvise with your own roles or allow the extra students to observe systematically the meetings' operation, trying to identify personal alliances and separations. Have them then to report their findings to the class.

After roles have been assigned, have the meeting begin. After each member has stated her/his case as to why money is needed for her/his particular agency or operation, have the group then vote. The voting should address not only who should get money but how much. For example although some group asks for $100,000, a member may choose to vote for: (1) funding them at this level, (2) funding them at a lower level, or (3) not funding them at all.

REVIEW/EVALUATION:

1. Have each student report the reasons for the way she/he voted.
2. Have students describe and evaluate in their own words, the decision-making process involved in Middletown's budget allocations.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired. Roles for visually impaired students may either be presented in large or raised type, braille, or on tape. Students are encouraged to speak slowly and distinctly so that the hearing impaired may better follow along. Encourage the speech impaired to participate verbally, relying as little as possible on non-verbal means of getting points across. Visually and physically impaired may either type, record, or dictate the evaluation exercise.if they are unable to write.

D. SPECIFIC SKILLS

Economic Awareness

Date Assigned____________

Date Completed____________

ACTIVITY 22

Energy Crisis

OBJECTIVE: To increase students' knowledge of energy conservation measures

COMPLETION TIME: 9 weeks

EQUIPMENT AND MATERIALS: Paper, pencils, research materials

INSTRUCTIONS: Research and prepare a set of guidelines on ways to conserve energy in the following areas/seasons:

1. Hot weather
2. Cold weather
3. Kitchen
4. Laundry
5. Bath
6. Other Living Spaces
7. Workshop, garden, yard
8. Home Building
9. Car and driving
10. Vacationing
11. Shopping for Goods and Supplies

REVIEW/EVALUATION: Keep a daily log for nine weeks of the things you did each day to conserve energy. At the end of each week, bring your log to class and share your energy-saving tips with classmates.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired. If research materials are not available in a medium suitable for the visually impaired, have a student or aide either read the materials

ACTIVITY 22(Continued)

to the visually impaired or tape record it for them. Visually and physically impaired may either type, record or dictate their work, if they are unable to write. Encourage speech impaired to participate verbally during class discussions, and write student responses on the board for the hearing impaired.

Date Assigned____________

Date Completed____________

ACTIVITY 23

Money Crunch

OBJECTIVE: To make students aware of the nature of poverty.

COMPLETION TIME: 2 hours (can be completed outside class)

EQUIPMENT AND MATERIALS: Paper, pencils, reference material on living costs

INSTRUCTIONS: Make a budget for a family of four with a total yearly income of $3,000.

REVIEW/EVALUATION: List as many ways as you can think of that poverty affects a person's life.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired. Visually and physically impaired may either type, record or dictate their work. If some students are unfamiliar with budgets and how to prepare them, conduct training sessions with them before this exercise is initiated.

Date Assigned ______________

Date Completed ______________

ACTIVITY 24

Social Security Insurance

OBJECTIVE: To increase students' knowledge of the social security system.

COMPLETION TIME: 45 minutes

EQUIPMENT AND MATERIALS: None

INSTRUCTIONS: (to the teacher) Have an individual from the Social Security Administration talk to the class about Social Security, including the following topics:

1) Eligibility
2) Work credits
3) How much students will pay in and how much they should get back
4) Different types of social security benefits.
5) Making claims

REVIEW/EVALUATION:

1. Discuss the advantages and disadvantages of the Social Security system as it presently exists.
2. Teacher-made test.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Have hearing impaired students sit near the speaker and encourage speaker to prepare audio-visual and other types of aids to appeal to the different handicapping conditions in the class. Be prepared to review carefully with students after the presentation since much of the content is likely to be foreign to them. Encourage the speaker to cover in detail information directly relevant to the handicapped. Visually and physically impaired may either type, record, or dictate the evaluation exercise and encourage speech impaired to participate verbally during class discussions.

Date Assigned ______________

Date Completed ______________

ACTIVITY 25

Insurance Shopping

OBJECTIVE: 1. To increase students' knowledge of insurance.

2. To make students' more aware and informed consumers.

COMPLETION TIME: 5 hours

EQUIPMENT AND MATERIALS: Paper, pencils, research materials (if necessary)

INSTRUCTIONS: (to the teacher) Have an insurance agency talk to the class about different kinds of insurance including:

a. life insurance
b. medical insurance
c. homeowner's insurance
d. auto insurance
e. how to figure insurance needs
f. different kinds of insurance
    1. Term (level and decreasing)
    2. straight life
    3. limited payment life
    4. endowment

REVIEW/EVALUATION: Have students determine the insurance needs for the following individual situations:

1) A married couple, (age 28), no children.

2) A married couple, (age 30), child (age 2 months).

3) A widow, 3 children, under 12.

4) A married couple, husband working, 2 children (under age 10)

5) A retired couple, children grown.

6) A widower, 4 children (ages 10-17)

7) A single person, self-supporting, age 20.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Have hearing impaired students sit near the speaker and encourage speaker to prepare audio-visual and other types of aids to appeal to the different handicapping conditions in the class. Be prepared to review carefully with students after the presentation since much of the content is likely to be foreign to them. Visually and physically impaired may either type, record, or dictate the evaluation exercise. Encourage the speaker to include information relative to company policies for insuring the handicapped.

Date Assigned______________

Date Completed______________

ACTIVITY 26

Inflation

OBJECTIVE: 1. To make students aware of the effects of inflation on their future income requirements.

2. To encourage students to plan financially for their future.

EQUIPMENT AND MATERIALS: Paper, pencils

COMPLETION TIME: 1 hour

INSTRUCTIONS: Complete the following exercise and check each item off as completed:

1.____Assume that you are presently employed full-time and earning a salary of $7200 per year. Plan a budget for this year including proper allotments for food, rent, clothing, phone, utilities, transportation, savings, and other non-food items.

2.____Assume that the cost of living increases at 8% per year. Figure your income requirements 10 years from now to maintain the same standard of living as revealed in your budget in #1.

3.____Assume that you are fired after 10 years of employment and you accept a job paying only half of your former salary. What kind of changes could you make in your budget to live within your income. Don't forget to include your savings as a financial resource.

REVIEW/EVALUATION: List some suggestions that people could employ in budget planning to accomodate financial crises such as:

1. unemployment
2. unexpected child birth
3. illness
4. major home/car expenses

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired. Present activity in large type or braille for the visually impaired and consider having an abacus available for the severely visually impaired to use in performing computations. Visually and physically impaired may either type, record, or dictate their work.

D. SPECIFIC SKILLS

Date Assigned____________

Date Completed____________

ACTIVITY 27

Job Search I

OBJECTIVE: To increase students' knowledge of effective interview techniques and resumé writing.

COMPLETION TIME: 2-3 hours

EQUIPMENT AND MATERIALS: Paper, pencils

INSTRUCTIONS: (To the teacher) Have the personnel manager from a local firm or agency talk to the class regarding the job getting process, interview, resumé writing, etc.

REVIEW/EVALUATION:
1. List several positive suggestions for creating a favorable impression during the job interview.
2. Write a resumé (for either a job you are thinking of applying for or a hypothetical job) incorporating the techniques of effective resumé writing suggested by the class speaker.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired and have them sit in a front seat. Encourage speaker to prepare audio-visuals and other types of aids to appeal to the different handicapping conditions in the class. The speaker should also be asked to comment and offer suggestions regarding the handicapped in the work force. Visually and physically impaired may either type, record, or dictate the evaluation exercise.

Date Assigned______________

Date Completed______________

ACTIVITY 28

Job Search II

OBJECTIVE: To make students aware of the various sources available for locating jobs.

COMPLETION TIME: 30 minutes

EQUIPMENT AND MATERIALS: Paper, pencils, "job search" reference materials if available

INSTRUCTIONS: (To the teacher) Have the students perform the following tasks as a part of the job hunting process:

a. list as many sources of jobs as you can,.i.e., agencies, newspapers, personnel departments, friends, relatives, etc.

b. describe the procedure for locating a job at each of the sources listed above.

REVIEW/EVALUATION: Discuss in class the source which you feel offers the best possibility for locating a job.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired and have them sit in a front seat. Visually and physically impaired may either type, record or dictate their work. If research materials in the appropriate medium do not exist for the visually impaired, another student may either read or record the information for them. Encourage the speech impaired to participate verbally during class discussions. Write student responses on the board for the hearing impaired.

Date Assigned___________

Date Completed__________

ACTIVITY 29

Self-Inventory

OBJECTIVE: To increase students' ability to determine their suitablilty for specific jobs.

COMPLETION TIME: 30 minutes

EQUIPMENT AND MATERIALS: Pencils, paper

INSTRUCTIONS: Locate three jobs that you could reasonably apply for and write an evaluation of your own suitability for each of the jobs based on the following:

a. personal qualifications and training

b. suitability of working hours, location of business, distance to and from work

c. personal goals in relation to advancement possibilities

d. pay, benefits

e. working conditions.

REVIEW/EVALUATION: Discuss in class the most important criteria that make for satisfaction with one's job.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired. For visually impaired students who are unable to read, have someone either read to them or tape record the occupational specifications for them. Encourage speech impaired to participate verbally during class discussions. Write student responses on the board for the hearing impaired, and have them sit near the front.

Date Assigned____________

Date Completed___________

ACTIVITY 30

First Impressions

OBJECTIVE: To make students aware of proper interview techniques.

COMPLETION TIME: 1 week (for interviews and viewing)

EQUIPMENT AND MATERIALS: Desk, chairs, and other props in the classroom as needed, video tape equipment and monitor

INSTRUCTIONS: Have students role-play a job interview demonstrating verbally and non-verbally:

a. approaching the receptionist

b. filling out an application in the reception area and returning it to the receptionist

c. waiting in the reception area to be called for a job interview

d. starting and ending an interview

e. getting and giving information during the interview while creating a favorable impression

f. how to respond to difficult or disagreeable questions while creating a favorable impression.

REVIEW/EVALUATION: Video tape the interviews and play them back in class for students to evaluate and critique.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired. Remove barriers to physical mobility for visually and physically impaired, and make sure that all students are given an opportunity to play a role. Encourage students to speak slowly, clearly and distinctly for the benefit of the hearing impaired so that they (hearing impaired) may participate and respond appropriately. Encourage the speech impaired to participate verbally, relying as little as possible on non-verbal means of getting points across. Have visually and physically impaired sit near the monitor during play-backs and instruct them to evaluate and critique on the basis of what they were able to perceive.

Date Assigned____________

Date Completed____________

ACTIVITY 31

Assertive Interviewing

OBJECTIVE: To improve students' interviewing skills.

COMPLETION TIME: 1-3 class periods depending

EQUIPMENT AND MATERIALS: Desk, chair

INSTRUCTIONS: (To the teacher) Have the students role-play a job interview and have the interviewer draw cards with bits of dialogue on them that the person is to respond to. Examples are:

a. "I really don't have much time so make it fast."

b. "I'm sure you are qualified for this job but unfortunately I need a ____________________ ." (Black, woman, handicapped person -- minority group member other than that of the applicant)

c. "I can only offer you 50% of the salary that you asked for."

d. "I see here where you have a prison record."

e. "If you were fired from your last job, why should I hire you for this one?"

f. "Why did you put "none" under the category marked religion?"

g. "What do you think I should offer you in the way of salary?"

h. "Kind of young for this type of work aren't you?"

i. "Why should I hire you?"

j. "What special qualification do you have that makes you right for this job?"

k. "Why do you want to work?"

l. "I don't have an opening in this area right now, but if I do in the future, I'll call you."

m. "Have you applied for any other jobs?"

n. "We don't have a payed opening right now, but would you be willing to work as a volunteer for us for a while?"

o. "The last kid I hired wanted every Saturday off and never showed up on time."

REVIEW/EVALUATION: Have the class evaluate the adequacy of the interviewees' responses and composure during the interviews.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired. Remove barriers to physical mobility for visually and physically impaired, and make sure that all students are given the opportunity to play a role. Encourage students to speak slowly, clearly and distinctly for the benefit of the hearing impaired so that the hearing impaired may participate and respond appropriately. Encourage the speech impaired to participate verbally, relying as little as possible on non-verbal means of getting points across. Have visually impaired sit near the front during other students' role plays so that they may better perceive the interaction.

D. SPECIFIC SKILLS

Date Assigned__________

Date Completed__________

ACTIVITY 32

The Pecking Order

OBJECTIVE: 1. To improve students' skill in adjusting on the job.

2. To make students aware of the importance of being familiar with a firm's informal organizational structure.

COMPLETION TIME: 2 class periods

EQUIPMENT AND MATERIALS: Paper, pencils

INSTRUCTIONS: Interview a worker in a medium-sized business or industry. From the interview, learn: 1) what the formal organizational structure is (i.e, president, vice-president, who reports to whom, etc.), and 2) what the informal structure, or pecking order is.

Although the formal organizational structure may say that Mr. Brown is President and head of the organization, it may be the Manager, Mr. Williams, who really has the power and makes most of the decisions for the organization.

Compare the formal and informal organizational structure in the firm you are investigating and report your results in class.

REVIEW/EVALUATION: Discuss in class why it is important to know what the informal organizational structure of a firm is and how one finds out.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired. Remove barriers to physical mobility for visually and physically impaired. Hearing impaired students who are unable to hear conversational tone should be encouraged to ask for visual aids, diagrams of company structure, etc. They may also ask for written responses from interviewees. Visually and physically impaired students who are unable to write may either tape their interview or have someone accompany them to take notes. Encourage speech impaired students to communicate verbally to the degree possible, relying on written questions and other such means of communication as little as possible.

Date Assigned____________

Date Completed____________

ACTIVITY 33

Business Communication

OBJECTIVE: To improve students' ability to listen and communicate by phone and by written messages.

COMPLETION TIME: 20 minutes

EQUIPMENT AND MATERIALS: Pencils, paper

INSTRUCTIONS: (To the teacher) Divide the class into three groups. Have students in one group pretend they are calling a business firm. The person they wish to speak to is out so they speak to someone else and leave a message.

The students in the second group will take the call for the person who is out along with the accompanying message. The third group will play the role of the person who is out and, upon returning, will try to read the written message left. Students should try to communicate as clearly and accurately as they can.

REVIEW/EVALUATION: Based on the results of this exercise, list some basic problems in communication.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired. Encourage hearing impaired students to ask the caller to repeat the message if they were unable to hear it clearly the first time. Visually and physically impaired students who are unable to write may dictate the message to another student. Encourage speech impaired students to speak slowly and distinctly and to be prepared to repeat what they wish to communicate without getting frustrated. Hearing impaired students who are unable to hear conversational telephone voices may write the message they wish to communicate and have another student make the call and deliver it.

Date Assigned____________

Date Completed____________

ACTIVITY 34

At Work

OBJECTIVE: To increase students' knowledge of how to handle on-the-job situations.

COMPLETION TIME: 1 hour

EQUIPMENT AND MATERIALS: Classroom props as needed

INSTRUCTIONS: (To the teacher) Have students role-play the following on-the-job situations trying to resolve them the best that they can:

a. You arrive for your first day at work and none of the other workers will speak to you.

b. It is your first day at work. You ask a co-worker how to get to the washroom and he sends you to a closet. You have heard that he's quite a practical joker.

c. You receive your first pay check and discover it's less than the amount you asked for.

d. Other workers are familiarizing you with different aspects of the job, since it is your first day at work. Your boss notices the talking, calls you in and tells you that you are causing the other workers not to do their jobs.

e. You have been with the company for five years. A new employee is hired to do the same thing that you are doing. You discover by accident that the new employee is being paid more than you are for doing the same work.

f. You are promoted to a supervisory position and, in the course of your work, you reprimand an employee for lagging. The employee happens to be a minority group member and accuses you of discrimination.

g. You are told that the procedure for taking vacation time is to file a form with your supervisor two days before you plan to leave. You do so and hear nothing, so you take a day's vacation. When you return, you are told that you violated company policy by taking vacation during the busy season.

ACTIVITY 34 (Continued)

h. Your boss calls you in for a periodic evaluation session and tells you that while you are responsible, efficient and competent, that you have some short-comings.

i. You decide that working for your boss has become unbearable so you decide to quit.

j. You are always the one asked to run all the errands and make all the deliveries for the firm, although there are other workers around with less to do than you.

REVIEW/EVALUATION: Have the class comment on the adequacy with which each situation was handled in the role-plays.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired. Make sure that all impaired students get to role-play. Consider devising a situation that fits a problem that the student might encounter because of his/her handicap (i.e., a worker is discriminated against because he/she is crippled). Encourage students to speak loudly and distinctly enough for the hearing impaired to follow along. Encourage the speech impaired to participate verbally, relying as little as possible on non-verbal means of getting points across.

Date Assigned____________

Date Completed____________

ACTIVITY 35

Distractions

OBJECTIVE: To improve students' ability to perform under noisy and distracting conditions.

COMPLETION TIME: 20 minutes

EQUIPMENT AND MATERIALS: Paper, pencils, math and/or reading problems, items for making noise

INSTRUCTIONS: (To the teacher) Present students with a set of relatively simple arithmetic problems and/or reading selections. Offer a prize to the person who works the largest number of problems correctly in the shortest amount of time or who answers the largest number of questions correctly in the least amount of time.

During the time that students are working, introduce noise, with the assistance of an aide or other students. The noise can consist of talking, music, machines grinding, humming, telephone conversations, etc. Ask students to attempt to ignore the noise and work as rapidly as possible.

If there are impaired students in the class who are not able to compete on an equal basis with other students, have the class take the "tests" twice, once with distraction and the other without. Compare the times to see if the distraction had a significant effect.

REVIEW/EVALUATION: Have a class discussion on ways to improve/maintain performance under distracting conditions.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

If there are hearing impaired students in class who are not distracted by noise, employ visual or other distractions. Have large print or raised print/numeral reading and/or math problems for the visually impaired and have them and the physically impaired who are unable to write either dictate to another student, type, or tape record their answers. Encourage speech impaired to participate verbally during class discussions. Write student responses on the board for the hearing impaired. Make sure that problems are simple enough for all students to complete successfully under conditions of no distraction.

Date Assigned__________

Date Completed__________

ACTIVITY 36

The Union

OBJECTIVE: To familiarize students with unions and their operation.

COMPLETION TIME: 30 minutes - 1 hour

EQUIPMENT AND MATERIALS: None

INSTRUCTIONS: (To the teacher) Have a union member come in and speak to the class about unions, collective bargaining, contracts and grievances.

REVIEW/EVALUATION: Have a class discussion on the pro's and con's of union membership.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present directions visually to non-lip-reading hearing impaired and have them sit in a front seat. Encourage speaker to prepare audio-visuals and other types of aids to appeal to the different handicapping conditions in the class. Encourage speech impaired to participate verbally during class discussions, and write student responses on the board for the hearing impaired.

D. SPECIFIC SKILLS

Skill Training Introduction

ACTIVITY 37

Binding

OBJECTIVES: The student will be able to:

1. Describe the job market and job responsibilities of binding workers.
2. List and practice shop safety guidelines.
3. Prepare materials for binding.
4. Perform bindery preparations and machine operations.

CONTENT:

1. The student will be able to:
    a. Write a complete job description on bindery work.
    b. Survey the local job market to discover the need for binders.
2. The student will be able to list the shop safety regulations and practice them with regularity.
3. The student will be able to prepare materials for binding employing the following operations:
    a. Select paper for use by type, quality and size.
    b. Measure and layout paper for cutting.
4. The student will be able to perform the following bindery machine operations and preparations:
    a. Select and cut paper stock.
    b. Stitch stack into book form.
    c. Fold printed materials.
    d. Assemble, drill, and secure printed material into book form.

ACTIVITY 38

Compositor/Paste-up Artist

OBJECTIVES: The student will be able to:

1. Describe the skills and responsibilities and the local job market of compositors and paste-up artists.

2. Describe the safety standards for the compositor/paste-up fields.

3. Compose copy using necessary machinery.

4. Prepare copy manually.

CONTENT:

1. The student will be able to complete a job description on, and survey the local job market for information about the compositor/paste-up industry.

2. Describe and practice shop safety guidelines.

3. Compose copy, employing the following pieces of equipment:

   a. IBM Selectric Composer - to type commercial quality copy.

   b. Magnetic Typewriter/Recorder (IBM MT/ST/R) - to store information on magnetic tapes for later use on the composer.

   c. Magnetic Tape Composer (IBM-MT/SC) - to compose, type, and record in order to produce a "playback" copy for printing.

   d. Phototypesetter (compographic CG-7200) - to set type by machine given display or headliner copy.

4. The student will be able to prepare copy manually using the following procedures:

   a. select tools and materials

   b. develop and expand ideas

   c. determine type style and color

   d. identify and use successfully the different types of composition methods.

   e. select and use requiredpaste-up principles, tools, and techniques.

ACTIVITY 39

Photography

OBJECTIVES: The student will be able to:

1. Give a brief history of the camera, showing the evolvement of the modern 35 mm. camera.
2. Demonstrate a knowledge of the basic parts of a camera and their interaction.
3. Define the basic terms related to photography.
4. Demonstrate a knowledge of the proper care and maintenance of a camera.
5. Explain the principles of exposure.
6. Take a clear picture outdoors and indoors.
7. Construct a darkroom.
8. Develope negatives.
9. Enlarge negatives.
10. Print negatives.
11. Demonstrate a knowledge of principles of darkroom safety.

CONTENT:

1. The student will be able to define the following terms related to photography:

   Composition
   Contact print
   Contrast
   Density
   Depth of field
   Developer
   Developing tank
   Emulsion
   Enlarger
   Exposure
   Film speed
   f-number
   Focal length
   Focus
   Hypo
   Lens
   Lens speed
   Light meter
   Negative
   Print
   Shutter
   Stop bath

2. The student will be able to identify the following camera parts:
   - a. light tight box
   - b. lens
   - c. f-number (aperture)
   - d. shutter
   - e. view finder
   - f. range finder
   - g. focusing mechanics
   - h. film holder

3. The student will be able to list the basic principles of camera care and maintenance.

4. The student will be able to take a clear picture indoors and out, including the following operations:
   - a. making proper use of light and shading
   - b. using distance to get proper detail and effect (controlling depth of field)
   - c. framing the subject correctly
   - d. making use of an appropriate background.

5. The student will construct a darkroom using the following operations:
   - a. light proof the room or work area
   - b. arrange safelights
   - c. set up equipment
     - 1. washing tray
     - 2. sink
     - 3. film developing tank
     - 4. printing frame/contact printer
     - 5. enlarger
     - 6. 4 photographic trays
     - 7. measuring cup
     - 8. photo thermometer
     - 9. spring clothespins
     - 10. quart jars
     - 11. photographic paper
     - 12. chemicals

6. The student will develop a film performing the following operations:
   - a. mix and prepare chemicals
   - b. adjust temperature of developer
   - c. deposit film in developing tank for proper length of time
   - d. apply stop-bath and fixer for appropriate length of time
   - e. wash film for appropriate length of time
   - f. pass film through photo-flo solution
   - g. hang up film and let dry.

7. The student will be able to make contact prints using the following operations:

   a. mount negative on printing frame/contact printer
   b. expose for the proper amount of time.

8. The student will be able to enlarge prints using the following operations:

   a. dust negative and mount in negative carrier
   b. adjust and turn on enlarger
   c. make a test print
   d. remove paper and develop it.

9. The student will be able to develop prints using the following operations:

   a. mix chemicals
   b. arrange trays with solutions
   c. pass paper through solutions
   d. wash prints
   e. dry prints

10. The student will prepare a set of guidelines on darkroom safety.

ACTIVITY 40

Press Operator

OBJECTIVES: The student will be able to:

1. Trace the history and development of the lithographic industry.
2. Develop and follow a set of guidelines for safe use of lithographic equipment.
3. Perform basic offset press operations.
4. Operate different types of presses.

CONTENT:

1. The student will be able to trace the history of the lithographic industry from its beginning in 1798 to the present.
2. The student will be able to describe the safety procedures for the operation of lithographic equipment.
3. The student will be able to demonstrate a knowledge of the press types, printing systems, basic operations, and trouble-shooting including the following operations:
    a. identify and describe given presses and their functions

    b. describe the purpose, content, and preparation of the fountain solution

    c. describe the inking system, its operation, care and maintenance

    d. identify and describe the parts and functions of the dampening system

    e. select and handle stock, load, adjust, and test the machine, supervise the feeding of stock into press and receive printed material from the machine

    f. inspect, lubricate and maintain presses.

4. The student will be able to demonstrate an ability to perform the operations required to produce satisfactory printed material on the following presses:

   a. A B Dick

   b. Davidson 500/500/700

   c. Multilith 1250

   d. Harris 125

ACTIVITY 41

Stripper/Transferrer (Platemaker)

OBJECTIVES: The student will be able to:

1. Demonstrate a general knowledge of the stripping/platemaking industry.

2. Demonstrate a knowledge of the required safety activities involved in stripping and platemaking.

3. Perform successful stripping operations.

4. Prepare and burn plates.

CONTENT:

1. The student will be able to describe the job opportunities in stripping and platemaking, as well as types of jobs available within the industry.

2. The student will be able to list safety regulations and assume work habits that assure safety and proper machine care.

3. The student will be able to perform successful stripping operations employing the following procedures:

   a. select materials

   b. set up equipment and strip a negative correctly

   c. plan various types of layouts

   d. opaque negatives and positives correctly, using proper equipment.

4. The student will be able to prepare and burn plates employing the following operations:

   a. selecting chemicals, materials and using them in a safe manner.

   b. expose and develop plates, through proper burning techniques.

Eleventh and Twelfth Grade

I. Grade Objectives

Students will demonstrate those skills associated with entering functional adulthood.

II. Subject Area Objectives

A. Social Studies

1. Students will be able to discuss the meaning of work and to formulate a personal definition for the concept.
2. Students will be able to identify work values and suggest how they are important to our society.
3. Students will be able to reach a decision, given a set of information, using some formal decision-making process.

B. English

1. Students will be able to communicate with their peers using at least three different modes of conveying information.
2. Students will be able to explain the relationship between communications and media and identify and describe several different media to convey information.

C. Math

1. Students will be able to discuss and compute a typical wage-earners' salary...including fringe benefits.
2. Students will be able to compare the total difference between the benefits of two jobs.

III. Career Education Objectives

Objectives	Related Activities
A. Self Awareness	
1. By the end of the twelth grade, students will be able to evaluate themselves realistically, identify their strengths and weak-	1,2,3

	Related Activities
nesses, and specify methods for overcoming their weaknesses.	
B. Career Awareness	
2. By the end of the twelfth grade, students will have examined carefully 20 occupations within the communications and media cluster area.	4
C. Social Awareness	
3. By the end of the twelfth grade, students will have acquired a knowledge of the socialization process and be able to use this knowledge in understanding and relating effectively with others.	5,6,7,8 9,10,11,12 13,14,15
D. Specific Skills	
Values Clarification and Decision-Making	
4. By the end of the twelfth grade, students will be able to make decisions based on a logical sequence of steps integrating knowledge of their values, lifestyles, abilities and interests.	16,17,18 19,20,21,22
Economic Awareness	
5. By the end of the twelfth grade, students will be aware of the structure and operations of our economic system and its components.	23,24,25,26 27,28,29,30 31
Job-Getting Skills	
6. By the end of the twelfth grade, students will know and use those skills necessary in acquiring a job.	32
Job-Keeping Skills	
7. By the end of the twelfth grade, students will have a knowledge of those skills necessary for successful job adjustment.	33,34,35,36, 37

Vocational Skill Training	Related Activities
8. By the end of the twelfth grade, students will have acquired specific skill training in several occupations within the communications and media cluster area.	38-Print Shop 39-Graphic Artist 40-Writer

I. SELF AWARENESS

Date Assigned __________

Date Completed __________

ACTIVITY 1

Community Helpers

OBJECTIVE: Students will be able to identify community resources to which they can turn for help with personal problems.

COMPLETION TIME: 1-7 Class periods

EQUIPMENT AND MATERIALS: Pencils, Paper

INSTRUCTIONS (to the teacher): Arrange for speakers from the agencies listed below to talk to the class about the purpose and structure of their agency and fees for services:

a. Mental Health Center

b. Crisis line

c. Drug Crisis Center

d. Family Planning Center

e. psychiatrist and/or psychologist in private practice

f. social services

You may wish to have the class do research individually on each one and then have the speakers come to class as a panel to which students may direct questions.

REVIEW/EVALUATION

Identify and describe 5 agencies in the community that you can turn to for help with personal problems.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All Jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired, and have them and visually impaired sit in a front seat. Prepare speakers ahead of time so that they may prepare detailed visual aids for hearing impaired and detailed oral explanations for visually impaired. Encourage the speech impaired to ask questions of the speakers, relying on speech to the degree possible in getting points across. Write responses on the board during class discussions for hearing impaired students. Visually impaired and physically impaired may either dictate, tape record, or type the answer to the evaluation question.

Date Assigned ________

Date Completed ________

ACTIVITY 2

Self Improvement

OBJECTIVE: Students will develop self-improvement plans.

COMPLETION TIME: 1 month (work done mainly outside of class)

EQUIPMENT AND MATERIALS: Paper, Pencils, Rulers

INSTRUCTIONS: Complete each of the following tasks, checking them off as they are completed.

____ 1. Identify some behavior that you would like to improve on. It can be anything such as studying, saving money, using time more efficiently, being more pleasant with friends and family, etc.

____ 2. Identify the behavior in specific terms - For example, instead of saying "improving my studying", specify exactly what it is that is presently wrong with your study habits. Is it that you don't study enough, you don't study the correct way, you don't understand your assignments? Seek opinions from your teachers and counselor if you need help in analyzing what is wrong with your study habits.

Use specific terms instead of general ones. For example, instead of saying "I don't have many friends," find out why and list that as the behavior you intend to work on. Is it that you don't respond to people in a friendly, positive way, is it that you rarely initiate conversation with others, do you avoid contacts with people?

Get help when necessary in identifying the specific behavior that you would like to improve on.

____ 3. Set a goal for yourself. (example, each day for the next month, I plan to spend 50% more time studying. Each day for the next month I plan to decrease the number of negative or insulting comments I make to my classmates, etc.)

____ 4. Set up a chart for recording your behavior so you can check your progress each day for 1 month. Example: Fran's general problem that she is working on is shyness. After analyzing her problem, she had decided that the specific behaviors that she needs to work on are speaking up in class and initiating conversations with classmates outside of class. Here is what her chart looks like: (next page)

		No. of times I spoke in class without being called on.	No. of times I initiated conversations with classmates.
WEEK 1	Day 1	0	2
	Day 2	1	3
	Day 3	1	3
	Day 4	3	4
	Day 5	3	5
	TOTALS	8	17
WEEK 2	Day 1	2	4
	Day 2	3	6
	Day 3	5	7
	Day 4	5	9
	Day 5	6	12
	TOTALS	21	38

Yours will vary depending on which behavior you are working on.

____ 5. Devise a way of accurately recording your behavior as soon as it occurs. If, for example, you are working on time spent studying, have an accurate watch or clock by your side when you study and record only that time spent studying. If you stop to eat, daydream, watch TV etc., do not count that as study time. If you are working on making positive comments to friends, carry pennies, pieces of paper, paper clips, etc., in one pocket, and transfer them to the other pocket whenever you make a positive statement to friends. Using a specific way of recording should give you a better idea of how you are progressing.

____ 6. At the end of 1 month, turn your chart in to your teacher with a summary of what you did and the results. For example, were your grades better, did you make more friends, etc.

REVIEW/EVALUATION (Disuss in Class)

Share the results of your project with the class.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All Jobs

HOW TO ADAPT:

Present instructions visually to non-lip reading hearing impaired and have them and visually impaired sit in a front seat. Although the problem behavior chosen is left up to the student, encourage impaired students to work on areas in which they have had trouble adjusting to their impairment. For example, speech-impaired students may benefit from actively trying to use speech more often, etc. Visually impaired and physically impaired students may either dictate, tape record, or type their charts, observations and summaries. Write student responses on the board during class discussions for hearing impaired students.

Date Assigned__________

Date Completed__________

ACTIVITY 3

Self Directedness

OBJECTIVE: Students will move towards self directedness.

COMPLETION TIME: one month

EQUIPMENT AND MATERIALS: Paper, pencils

INSTRUCTIONS:

Activity: Have the student identify some weakness, bad habit, or other characteristic he/she would like to improve upon. Have the problem area specified in as much detail as possible. Once this is done, have the student set a realistic goal and prepare a weekly plan for achieving that goal. As an incentive for achieving the goal, offer the student a special reward that he/she does not normally get, e.g., money, a special dessert, going somewhere special on weekends, clothes, etc. The reward is not given unless the student lives up to the goals he/she set. After a few weeks of this reinforcement, the student may choose and administer his/her own reward to himself/herself for achieving the goal on either a daily, weekly, or monthly basis.

The plan, together with the problem area and the goal should be written out on a chart and posted in a visible place, probably in the student's room. Have the student monitor his/her progress daily, entering a check mark for each successful performance of the behavior.

The project should demonstrate to the student that he/she is capable of managing his/her own behavior, directing it the desired course.

REVIEW/EVALUATION

Show a daily interest in the student's progress, praising incidences of improvement while at the same time avoiding criticism and negative comments.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

This activity, individual goal setting, is already adapted to handicapped populations and has been proven to be highly successful.

II. CAREER AWARENESS

Date Assigned__________

Date Completed_________

ACTIVITY 4

Career Awareness

OBJECTIVES:
1. Students will become familiar with the different occupations within the communications and media cluster area.
2. Students will determine the degree to which each job matches their interests and abilities.

COMPLETION TIME: 2 weeks

EQUIPMENT AND MATERIALS: Paper, Pencils

INSTRUCTIONS:

Read the following career descriptions in a career awareness booklet and answer questions about each career.

REVIEW/EVALUATION:

Have students answer questions about each career. Such questions may concern job description, salary, opportunities for advancement, and the job's relationship to other jobs.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired and have them and visually impaired sit in a front seat. The materials are prepared in large type for the visually impaired; however, if some are still unable to read it, tape record it for them.Have the visually impaired and the physically impaired either dictate, tape record, or type the answers to the questions. Encourage all impaired students to evaluate their suitability for each job realistically taking into account any limitations imposed by their impairments. Resist any tendency to discourage impaired students from considering interesting jobs because of their impairments without taking into account their motivation and the severity of their impairment.

REVIEW/EVALUATION

Have students answer questions about each career. Such questions may concern job descriptions, salaries, opportunities for advancement and job relationships to other jobs.

System Sciences, Inc.

P.O. Box 2345
Chapel Hill, North Carolina 27514

Chapel Hill 919 929-7116
Durham 919 286-0711

COULD ONE OF THESE CAREERS BE FOR YOU?

EXPLORATIONS IN COMMUNICATIONS AND MEDIA OCCUPATIONS

LAWRENCE EARLEY ERIC RICE ROSE ETHERIDGE

THESE MATERIALS WERE DEVELOPED AS PART OF A RESEARCH PROJECT PERFORMED PURSUANT TO A CONTRACT WITH THE OFFICE OF EDUCATION, U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. CONTRACTORS UNDERTAKING SUCH PROJECTS UNDER GOVERNMENT SPONSORSHIP ARE ENCOURAGED TO EXPRESS FREELY THEIR PROFESSIONAL JUDGMENT IN THE CONDUCT OF THE PROJECT. POINTS OF VIEW OR OPINIONS STATED DO NOT, THEREFORE, NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

FALL 1976

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F-Grades 11/12-12

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INTRODUCTION

CAREERS IN COMMUNICATIONS AND MEDIA

IMAGINE THAT YOU ARE ALONE ON A LOVELY BEACH ALONG THE OUTER BANKS. "AWAY FROM THE WORLD AT LAST," YOU SIGH. "NOT A PERSON AROUND FOR MILES." JUST THEN YOU HEAR THE DRONE OF AN AIRPLANE ENGINE. OVERHEAD A SMALL PLANE FLIES THIS WAY AND THAT, FORMING LETTERS WITH THE EXHAUST. THE MESSAGE READS: "EAT AT SLOPPY JOE'S, HICKORY, N.C."

NOWADAYS IT IS HARD TO GET AWAY FROM THE WORLD ENTIRELY. MESSAGES FROM THE WORLD ARE COMMUNICATED TO US IN SO MANY WAYS. YOU CAN READ THEM IN A NEWSPAPER, HEAR THEM ON THE RADIO, AND SEE THEM PRESENTED ON TELEVISION. THEY CAN BE BOUNCED OFF COMMUNICATIONS SATELLITES CIRCLING THE EARTH; EVEN A SKYWRITER CAN GET A MESSAGE TO A LONELY BEACHCOMBER.

THERE IS GOOD NEWS IN THIS GROWTH OF COMMUNICATIONS. FOR IN THE FIELD OF COMMUNICATIONS AND MEDIA THERE ARE MANY OPPORTUNITIES FOR YOUNG PEOPLE TO PURSUE SATISFYING AND CHALLENGING CAREERS.

BEFORE WE LOOK AT SOME OF THESE CAREERS LET'S BACK UP AND ASK SOME QUESTIONS. WHAT DO WE MEAN BY "COMMUNICATIONS?" WHAT ARE THE "MEDIA?"

COMMUNICATION TAKES PLACE WHEN A MESSAGE IS PASSED FROM ONE PERSON TO ANOTHER. THERE ARE DIFFERENT KINDS OF MESSAGES. IN A NEWSPAPER A WRITER INFORMS YOU OF THE EVENTS OF THE DAY. IN A CLASSROOM THE TEACHER INSTRUCTS YOU HOW TO ADD NUMBERS. AND ON THE RECORD PLAYER A SINGER ENTERTAINS YOU WITH THE SONG. IN EACH CASE COMMUNICATION IS TAKING PLACE.

THE "MEDIA" ARE THE CARRIERS OF THE MESSAGE. THE HUMAN VOICE IS A MEDIUM; IT DELIVERS MESSAGES ALL THE TIME. RADIO AND TELEVISION

ARE "MASS MEDIA" BECAUSE THEY CAN DELIVER MESSAGES TO MILLIONS OF PEOPLE AT THE SAME OR DIFFERENT TIMES. A BILLBOARD AND EVEN AN AIRPLANE IN THE SKY, IN THE CASE OF OUR SKYWRITING FRIEND, ARE MEDIA.

WHEN WE TALK ABOUT COMMUNICATORS, WE ARE NOT ONLY TALKING ABOUT THE NEWSPAPER REPORTER WHO WRITES ARTICLES IN THE EVENING PAPER. AND WE ARE NOT ONLY TALKING ABOUT NEWS ANNOUNCERS LIKE WALTER CRONKITE WHO READ THE NATIONAL NEWS EACH NIGHT ON TV. BEHIND EACH OF THESE PEOPLE THERE ARE MANY OTHERS WHO ASSIST IN COMMUNICATING THE MESSAGE.

LET'S LOOK AT A NEWS EVENT AND ALL THE PEOPLE WHO HELP THE NEWSPAPER CARRY THE STORY AS AN EXAMPLE OF JOBS IN THIS CLUSTER.

LATE AT NIGHT THERE IS A FIRE AT AN ABANDONED WAREHOUSE. WITH SIRENS SCREAMING, FIRE ENGINES RACE TO THE SCENE. ALSO ON THE SCENE IS THE NEWSPAPER REPORTER GATHERING FACTS FOR A STORY ON THE FIRE. THE REPORTER TALKS TO THE FIRE CHIEF, AND TO FIRE FIGHTERS. THE POLICE OFFICERS ARE ASKING QUESTIONS. BUT BEFORE YOU READ THE STORY IN TOMORROW'S PAPER, IT WILL GO THROUGH MANY HANDS.

-- THE TYPESETTER WILL SET THE STORY IN TYPE.
-- THE PROOFREADER WILL CHECK THE STORY FOR ERRORS.
-- THE LAYOUT EDITOR WILL DECIDE ON WHAT PAGE THE STORY IS PLACED.
-- THE PASTE-UP ARTIST WILL PASTE THE STORY ONTO THE PAGE.

IS THAT ALL? NOT BY A LONG SHOT!

-- IN THE PRINTING PLANT, THE CAMARA OPERATOR WILL PHOTOGRAPH THE STORY.
-- THE PLATEMAKER WILL MAKE A PLATE OF THE NEGATIVE.
-- THE PRESS OPERATOR WILL RUN THE PRESS THAT PRINTS THE STORY.

AND THAT'S STILL NOT ALL.

-- THE CIRCULATION WORKERS WILL BUNDLE THE PAPERS.
-- THE ROUTE SUPERVISOR WILL DISTRIBUTE THE BUNDLES TO THE NEWSPAPER CARRIER.
-- THE NEWSPAPER CARRIER WILL DELIVER YOUR NEWSPAPER.

YOU WILL FINALLY GET TO READ ABOUT THE FIRE, BUT NOT BEFORE ALL OF THESE PEOPLE HAVE ASSISTED THE PAPER AND ITS MESSAGE ON THE WAY. ALL OF THESE PEOPLE, AND NOT JUST THE REPORTER, ARE COMMUNICATORS OF THE MESSAGE.

THE SAME IS TRUE OF OTHER MEDIA. RADIO AND TELEVISION SHOWS DEPEND UPON THE WORK OF MANY PEOPLE. WITHOUT THEIR WORK, THE SHOWS COULD NOT GO ON THE AIR.

WHY DO SO MANY PEOPLE GO INTO CAREERS IN COMMUNICATIONS AND MEDIA?

FIRST, THERE ARE SO MANY DIFFERENT KINDS OF JOBS TO BE FILLED. JUST ABOUT EVERYONE COULD FIND JOBS THAT SUITED THEIR PERSONALITIES AND TALENTS. ARE YOU CREATIVE? DO YOU LIKE TO EXPRESS YOURSELF BY WRITING OR DRAWING? YOU MIGHT ENJOY BEING A REPORTER, OR A GRAPHIC DESIGNER. SIGNMAKING MIGHT INTEREST YOU.

OR DO YOU LIKE MACHINES? DO YOU TINKER WITH THE FAMILY LAWNMOWER? HAVE YOU TAKEN APART AN ALARM CLOCK? YOU MIGHT BE INTERESTED IN THE TECHNICAL SIDE OF COMMUNICATIONS. YOU MAY LIKE BEING A PRESS OPERATOR, FOR EXAMPLE. OR RUNNING A MOTION PICTURE PROJECTOR MIGHT APPEAL TO YOU.

THERE'S A SECOND REASON WHY CAREERS IN COMMUNICATIONS AND MEDIA ARE SO POPULAR. QUITE OFTEN THESE JOBS TAKE YOU INTO CONTACT WITH PEOPLE. YOU ARE INVOLVED IN YOUR COMMUNITY. A REPORTER SEES

MANY PEOPLE AND ASKS A LOT OF QUESTIONS BEFORE WRITING THE STORY. A PHOTOGRAPHER TAKES CANDID PICTURES OF PEOPLE. JOBS IN THE FIELD OF COMMUNICATIONS ARE PEOPLE-ORIENTED. THEY TEND TO BE EXCITING, NOT DULL.

MEN AND WOMEN WHO WORK IN COMMUNICATIONS AND MEDIA HAVE IMPORTANT ROLES IN OUR SOCIETY. THEY ARE RESPONSIBLE FOR COMMUNICATING THE IMPORTANT IDEAS AND THE IMPORTANT EVENTS OF THE DAY TO THE PEOPLE. THUS INFORMED AND EDUCATED, WE ALL HAVE A BETTER CHANCE OF UNDERSTANDING EACH OTHER AND THE WORLD AROUND US. AND THAT IS PRECISELY WHAT COMMUNICATION IS ALL ABOUT.

FORMAT

THIS BOOKLET CONTAINS INTRODUCTORY MATERIAL FOR 20 JOBS IN THE COMMUNICATIONS AND MEDIA FIELD. THESE JOBS ARE ONLY EXAMPLES OF THE SEVERAL HUNDRED JOBS IN COMMUNICATIONS AND MEDIA AND ARE INCLUDED TO SUGGEST THE WIDE RANGE OF AVAILABLE JOBS.

EACH OF THE INCLUDED DESCRIPTIONS CONTAINS A PICTURE OF A PROFESSIONAL WORKING AT THE JOB, A JOB DEFINITION/DESCRIPTION, AN INTERVIEW WITH A PRACTITIONER IN THE JOB, A SET OF QUESTIONS TO HELP YOU TO DETERMINE IF YOU MIGHT LIKE THE JOB, AND SOME SUGGESTED SIMILAR JOBS.

THIS PAGE INTENTIONALLY LEFT BLANK
FOR STUDENT ANSWERS.

1.

2.

3.

4.

5.

6.

ADVERTISING SALESPERSON

DEFINITION: YOU PROBABLY KNOW THAT MOST MEDIA SOURCES SUCH AS NEWSPAPERS, MAGAZINES, RADIO AND SO FORTH CONTAIN ADVERTISEMENTS. BUT DID YOU KNOW THAT WITHOUT ADVERTISING MOST MEDIA WOULD HAVE TO CLOSE DOWN? THE SALESPERSON ON A RADIO, MAGAZINE, AND NEWSPAPER STAFF SELLS ADVERTISING SPACE AND/OR TIME TO BUSINESSES. THIS PERSON WILL ALSO WRITE THE MESSAGE, OR "COPY," CONTAINED IN THE SPACE OR TIME. THE ADVERTISING SALESPERSON KEEPS RECORDS OF THE ADS SOLD AND MAKES SURE THEY ARE PRESENTED TO THE PUBLIC AT THE PROPER TIME.

WORK PICTURE: "ALL RIGHT. LET'S SEE IF I'VE GOT THAT NOW. YOU WANT A QUARTER-PAGE SPACE TO RUN THIS FRIDAY AND SATURDAY. AND YOU WANT 'CARY'S BOTIQUE' TO BE IN LARGE LETTERS. ALL RIGHT, MR. GREENWOOD. THANK YOU."

ANITA HUNG UP THE PHONE. HER DESK WAS IN THE MIDDLE OF THE BUSY SALES SECTION AT THE LOCAL NEWSPAPER. SHE LEANED BACK IN HER CHAIR.

"SOMETIMES CUSTOMERS WILL KNOW EXACTLY WHAT THEY WANT TO SAY IN THE AD. BUT MR. GREENWOOD DIDN'T HAVE MUCH OF AN IDEA AT ALL. ALL HE TOLD ME WAS THAT HE WAS HAVING A SALE AND THAT HE WANTED THE NAME OF HIS STORE IN LARGE LETTERS. AS SALESPERSON IT'S MY JOB TO PUT INTO WORDS AND EVEN PICTURES WHAT I THINK THE CUSTOMER WANTS TO SAY.

"The most important part of being an advertising salesperson is the ability to communicate effectively. You need to be able to talk firmly and politely to your accounts to get the information you need. Then you have to write it up creatively. And you have to be able to suggest to the graphics department a good design for the ad, perhaps a photograph that would make it appealing to the eye.

"A salesperson's day is spent doing different things. I spend part of the day here at the newspaper, writing copy and planning ads. But part of the day is spent talking to my accounts and introducing myself to businesses which might want to advertise in the newspaper. So I must manage my time."

Anita made a few notes on a pad and then slipped her pocketbook over her shoulder. She was going out to meet another client.

"It's the variety that I like most about this job. There's a lot to be said for being out and around, for meeting different people. Some of those people yell at me; others are nice. I have to be flexible.

"But all that variety makes the week go by very quickly. You never know what to expect every day. And that's a challenge!"

REVIEW/EVALUATION:

If you answer "Yes" to the following questions, this job might appeal to you:

Do you like to meet new people?
Do you have an outgoing personality?
Do you think you could work under pressure?
Can you figure out what someone means when they do not make clear suggestions?

Related Jobs:

Advertising Design
Layout
General Sales
Display and Classified Advertising

728

BOOKBINDER

DEFINITION: A BOOKBINDER IS RESPONSIBLE FOR FASTENING TOGETHER THE PRINTED PAGES OF A BOOK OR MAGAZINE IN THE CORRECT ORDER. THE BINDER MAY GLUE THEM, PUNCH AND RING BIND THEM, STAPLE THEM, OR STITCH THEM TOGETHER WITH THREAD AND GLUE. THE BINDER USES MACHINES TO DO THESE TASKS AND MUST BE ABLE TO DO MINOR REPAIRS IF THE MACHINE BREAKS DOWN. FURTHER, THE BINDER OFTEN IS RESPONSIBLE FOR TRIMMING THE PAGES, AND EMBOSSING TITLES AND LETTERING.

WORK PICTURE: "BINDING IS THE LAST STEP IN THE PRINTING PROCESS AND JUST AS IMPORTANT AS ANY OF THE OTHER STEPS. AFTER ALL, YOU NEED SOMETHING TO HOLD YOUR BOOK TOGETHER."

MAY WAS A BOOKBINDER IN THE PRINT SHOP. SHE PICKED UP AN UNBOUND BOOKLET AND DROPPED THE PAGES INTO A CLAMP. SHE THREW A SWITCH AND THE PAGES, CLAMPED TIGHTLY TOGETHER, WERE CARRIED ACROSS THE TOP OF THE MACHINE. THE PRESSED EDGES WERE FIRST NICKED BY WHIRLING SAW TEETH AND THEN A TURNING WHEEL APPLIED GLUE TO THEM. FINALLY, THE COVER WAS PRESSED AGAINST THE GLUED PAGE EDGES AND FOLDED.

"THIS IS CALLED 'PERFECT BINDING,'" MAY SAID. "ALL IT MEANS IS THAT THE PAGES ARE GLUED TOGETHER.

"OVER HERE IS OUR SADDLE STITCHING MACHINE." SHE POINTED TO A LONG SERIES OF MACHINES CONNECTED BY A THIN RAIL. "LET'S SAY YOU WANT TO BIND A FOOTBALL PROGRAM. YOU TAKE THE DIFFERENT PAGES AND

PLACE THEM IN THE FEEDERS. THE FIRST FEEDER WILL DROP A PAGE SECTION ONTO THE RAIL WHICH WILL CARRY IT UNDER THE NEXT FEEDER. THIS FEEDER WILL DROP ITS SECTION ON TOP OF THAT AND SO ON DOWN THE LINE. THEN THE STITCHING MACHINE WILL STAPLE THEM TOGETHER AND THE TRIMMER WILL TRIM THE EDGES.

"THE SADDLE STITCHING MACHINE CAN ACT UP ON YOU FROM TIME TO TIME. YOU'VE GOT A LOT TO WORRY ABOUT. I'LL BE WATCHING THE TRIMMER AND ALL OF A SUDDEN SOMETHING WILL GO WRONG WITH THE FEEDER. THE WHOLE MACHINE STOPS AND I'VE GOT TO PULL OUT THE PAPER THAT'S GOTTEN JUMBLED UP.

"BUT I LIKE TO WORK WITH THE SADDLE STITCHER BEST. IT'S FAST. WE CAN BIND 4,000 BOOKLETS AN HOUR WITH THIS MACHINE, AND A LOT MORE IF THE PAPER IS GOOD AND HEAVY. WITH PERFECT BINDING YOU'RE ONLY DOING ONE BOOK AT A TIME AND IT TAKES LONGER.

"I LIKE MACHINES. AND I LIKE THE FACT THAT THE BINDER IS THE FIRST ONE TO SEE THE FINISHED PRODUCT. A LOT OF DIFFERENT STEPS WERE TAKEN TO MAKE THAT BOOKLET, AND WHEN IT COMES OUT OF THE TRIMMER, THERE IT IS, ALL FINISHED."

REVIEW/EVALUATION:

IF YOU ANSWER "YES" TO THE FOLLOWING QUESTIONS, THIS JOB MIGHT APPEAL TO YOU:

DO YOU LIKE TO WORK WITH MACHINES?
DO YOU THINK YOU COULD BE RESPONSIBLE FOR PUTTING OUT A FINISHED PRODUCT?
HAVE YOU EVER TAKEN APART A MAGAZINE TO SEE HOW IT WAS PUT TOGETHER?
DO YOU ENJOY ASSEMBLING THINGS PRECISELY?
ARE YOU DETERMINED TO FINISH A JOB THAT REQUIRES PERSISTENCE?

RELATED JOBS:

BOOK FINISHER

DRAFTER

DEFINITION: WHEN WORKERS BUILD A HOUSE, HOW DO THEY KNOW HOW LARGE TO MAKE IT? HOW DO THEY KNOW WHERE TO PLACE THE FRONT DOOR? WHERE THE KITCHEN WILL BE? HOW MANY BATHROOMS THERE SHOULD BE? THE ARCHITECTURAL DRAFTER PROVIDES THE ANSWERS TO THESE QUESTIONS AND MANY OTHER QUESTIONS LIKE THEM. DRAFTERS DRAW THE BLUEPRINTS, OR THE SCALED DRAWINGS, OF EVERY PART OF THE HOUSE. THEY ARE THE PERSONS BETWEEN THE ARCHITECT WHO DESIGNS THE HOUSE, AND THE WORKERS WHO BUILD IT. THEY PREPARE CLEAR, COMPLETE AND ACCURATE WORKING PLANS AND DETAILED DRAWINGS FROM SKETCHES IN BUILDING, MANUFACTURING AND ENGINEERING OCCUPATIONS.

WORK PICTURE: BILL'S HEAD WAS BARELY VISIBLE OVER THE TOP OF HIS STALL. HE SAT ON A STOOL AND BENT LOW OVER HIS DRAFTING TABLE. A COMPASS, T-SQUARE, PENCILS AND AN ARCHITECTURAL SCALE LAY ON THE TABLE TOP. WITH HIS ARCHITECTURAL SCALE, HE CAREFULLY EXTENDED A LINE.

"BUILDING A HOUSE OR ANY KIND OF A STRUCTURE INVOLVES A LOT OF COMMUNICATION. SAY YOU WANT TO BUILD A HOUSE. YOU'LL GO FIRST TO THE ARCHITECTS AND TELL THEM WHAT YOU WANT. THAT'S ONE PIECE OF COMMUNICATION. WHEN THE ARCHITECTS ARE PRETTY CLEAR ABOUT WHAT YOU WANT, THEY WILL DRAW THE HOUSE AS THEY SEE IT. THEY WILL DRAW A FLOOR PLAN, TOO. THESE ARE GIVEN TO ME, THE DRAFTER, AND THESE ARE ANOTHER PIECE OF COMMUNICATION. IT'S MY JOB TO TELL

THE WORKERS EXACTLY HOW TO BUILD THE HOUSE. MY COMMUNICATION WITH THEM TAKES THE FORM OF BLUEPRINTS. I TELL THEM THE SPECIFICS: HOW LONG, HOW HIGH, HOW THICK, ETC.

"FOR ONE BUILDING, I'LL MAKE A LOT OF DRAWINGS. EACH ONE SHOWS THE HOUSE FROM A DIFFERENT ANGLE. FOR EXAMPLE, HERE'S ONE THAT SHOWS THE FRONT, THE BACK, AND THE TWO SIDES OF A BANK BUILDING." HE PICKED UP A BLUEPRINT NEXT TO HIS DESK AND HELD IT UP.

"THIS DRAWING WILL TELL THE WORKERS HOW LONG THE WALLS SHOULD BE, AND WHERE THE DOORS AND WINDOWS SHOULD GO. BUT IT WON'T TELL THEM HOW THICK THE WALL SHOULD BE. SO I'LL DRAW A CROSS-SECTION OF THE WALL, AS IF THE WALL WERE CUT IN HALF. THE WORKERS WILL NEED OTHER INSTRUCTIONS ON HOW TO BUILD DOORS OR WINDOWS, AND MY BLUEPRINTS WILL PROVIDE THE INFORMATION THEY NEED.

"THERE ARE OTHER KINDS OF DRAFTERS BESIDES ARCHITECTURAL DRAFTERS. SOME DRAW AIRPLANE WINGS. OTHERS DESIGN CARS, OR EVEN DOOR JAMS.

"DRAFTING IS VERY EXACT WORK. A LITTLE MISTAKE ON PAPER IS A BIG MISTAKE WHEN THE WORKERS ARE FINISHED. BUT WHEN I SEE A FINISHED BUILDING IT REALLY GIVES ME A SENSE OF ACCOMPLISHMENT."

REVIEW/EVALUATION:

IF YOU ANSWER "YES" TO THE FOLLOWING QUESTIONS, THIS JOB MIGHT APPEAL TO YOU:

DO YOU LIKE TO DRAW WITH A RULER OR COMPASS?
DO YOU LIKE MATHEMATICS?
HAVE YOU EVER WONDERED HOW A BUILDING IS MADE?

RELATED JOBS:

DRAFTERS IN VARIOUS FIELDS SUCH AS AUTO BODY, ELECTRONICS, CASTING, DESIGN, CIVIL ENGINEERING, CONSTRUCTION, HEATING, LANDSCAPE, MECHANICS, PLUMBING, REFRIGERATION, TILE, STRUCTURAL, TOOL AND WATER AND SEWAGE.

GRAPHIC ARTIST/DESIGNER

DEFINITION: HAVE YOU EVER LOOKED AT A RECORD ALBUM COVER AND WONDERED WHO DESIGNED IT? WHO ARRANGED THE TITLE AND THE PICTURE ON THE COVER OF A BOOK? WHO DECIDED TO MAKE SOME WORDS BIG AND OTHERS SMALL IN A MAGAZINE OR NEWSPAPER AD? THERE IS A GRAPHIC ARTIST/DESIGNER BEHIND EVERY ALBUM COVER, BOOK COVER, POSTER, BILLBOARD, CATALOGUE AND NEWSPAPER AD. A GRAPHIC DESIGNER IS AN ARTIST WHO ARRANGES PICTURES AND WORDS SO THAT THEY COMMUNICATE A MESSAGE IN AN ATTRACTIVE, APPEALING AND MEMORABLE WAY.

WORK PICTURE: "ANNE, JOHNSON'S TIRE STORE IS RUNNING A SPECIAL ADVERTISEMENT TODAY. ALL TIRES ARE ONE-THIRD OFF. THEY WANT A HALF-PAGE AND THEY'RE REALLY LOOKING TO PACK IN THE CUSTOMERS."

THE ADVERTISING SALESPERSON AT THE NEWSPAPER WAS TALKING TO ANNE, THE GRAPHIC DESIGNER IN THE PRODUCTION DEPARTMENT. ANNE IS ONE OF THE PEOPLE IN CHARGE OF DESIGNING THE ADS THAT GO INTO THE PAPER EACH DAY.

"AD DESIGN IS A SPECIAL KIND OF PROBLEM SOLVING," ANNE SAID. "THE PROBLEM IS TO FILL A SPACE WITH A MESSAGE AND TO MAKE IT GRAB THE READER'S EYE. I WORK WITH WORDS, PICTURES, AND TYPE. I MOVE THEM AROUND AND CHANGE THEM UNTIL A COMBINATION LOOKS RIGHT TO ME. PLANNING THE AD TAKES ALL THE TIME.

"THE KEY TO LEARNING HOW TO DESIGN AN AD IS LEARNING WHAT SHOULD BE LARGE, WHAT SHOULD BE SMALL. IN DESIGNING THE JOHNSON TIRE STORE

AD, FOR EXAMPLE, SHOULD I PUT '1/3 OFF' IN BOLD TYPE? OR SHOULD I RUN A LARGE PHOTOGRAPH OF A STORE FULL OF TIRES? THAT'S PART OF THE PROBLEM I HAVE TO SOLVE."

SHE TOOK OUT HER SKETCH PAD AND BEGAN DRAWING SAMPLE ARRANGEMENTS. "AS A GRAPHIC DESIGNER, I DON'T HAVE TO KNOW HOW TO DRAW. IT WOULDN'T HURT TO BE ABLE TO ILLUSTRATE. BUT IT'S NOT ABSOLUTELY NECESSARY. WHAT IS NECESSARY IS A GOOD EYE, A GOOD FEELING FOR BALANCE AND SYMMETRY.

"WHEN YOU'RE WORKING FOR A NEWSPAPER, YOU'RE WORKING AGAINST THE CLOCK. IF I WERE DESIGNING A BOOK COVER, I'D HAVE A LOT MORE TIME. BUT HERE YOU'VE GOT A NUMBER OF ADS TO DESIGN EACH DAY. I FIND IT REALLY EXCITING. ONCE I GET GOING, MY CREATIVE JUICES REALLY FLOW!"

REVIEW/EVALUATION:

IF YOU ANSWER "YES" TO THE FOLLOWING QUESTIONS, THIS JOB MIGHT APPEAL TO YOU:

DO YOU LIKE TO DRAW OR TO DOODLE WITH A PEN OR CRAYON?
DO YOU LIKE PUZZLES?
DO YOU LIKE TO SOLVE PROBLEMS?
IS A BALANCED PICTURE IMPORTANT TO YOU?
DO YOU ENJOY COMBINATIONS OF COLORS AND LETTERS?

RELATED JOBS:

COMMERCIAL ARTIST
PASTE-UP ARTIST IN AN OFFSET PRINTING PLANT
ILLUSTRATOR
TITLE ARTIST

LAYOUT ARTIST

Definition: Every newspaper page, many magazine pages, many public announcements and many labels consist of stories written in columns, photographs enclosed in boxes, and advertisements in either columns or boxes. The artist arranges them on the page, and arranges the pages within the document, as well as deciding exactly how many pages there will be in newspapers and magazines.

Work Picture: "As you can see on these insertion orders, Bill's Restaurant has bought an eighth of a page in today's newspaper. Cameron Paint Store has bought a quarter of a page. I'm putting them together on the same page, like this."

Angela carefully drew first a small rectangle on the right side of the dummy sheet, and then a larger rectangle below it. Angela is a layout artist on the newspaper staff, and she has just laid out two advertisements.

"I don't see the ads themselves," she said. "I find out how big the space will be, and draw the space on the layout sheet. The paste-up people in the composing room will later paste the ad in the space indicated on my layout sheets.

"There are some rules to follow when you're laying out ads. For example, where do you think full-page ads go? Usually, they go either on a right-hand page or the last page in a section. This is because

THEY'RE EASIER TO SEE THERE. ALSO, EVERY AD MUST TOUCH SOME NEWS STORY.

"BUT ASIDE FROM RULES LIKE THESE, I USE COMMON SENSE AND EYE APPEAL TO TELL ME WHERE AN AD SHOULD GO.

"THE ADS ALWAYS GET LAID OUT FIRST. THEN THE NEWS COPY IS FITTED IN AROUND THE ADS. THAT'S WHY ON SOME DAYS THE PAPER HAS MORE PAGES THAN ON OTHERS. THE MORE AD SPACE IS SOLD, THE MORE PAGES THERE ARE. THE LAYOUT PERSON IS THE ONE WHO DECIDES HOW MANY PAGES AN EDITION WILL HAVE."

ANGELA SMOOTHED OUT ANOTHER DUMMY SHEET ON HER DESK. "HOW DO I LIKE MY JOB? I LOVE IT! YOU KNOW, WHEN I TAKE A COFFEE BREAK AND LOOK OVER THE PAPER I FEEL LIKE I'VE ACCOMPLISHED SOMETHING. I KNOW THAT THE WAY THE NEWSPAPER LOOKS DEPENDS AN AWFUL LOT ON ME. IT'S A CREATIVE JOB AND IT TAKES A GOOD EYE. I'M CONTRIBUTING TO PUTTING OUT A GOOD NEWSPAPER."

REVIEW/EVALUATION:

IF YOU ANSWER "YES" TO THE FOLLOWING QUESTIONS, THIS JOB MIGHT APPEAL TO YOU:

DO YOU ENJOY PUTTING PUZZLES TOGETHER?
DO YOU FEEL GOOD WHEN YOU ARRANGE YOUR ROOM NEATLY?
DO YOU LIKE THINGS TO FIT?

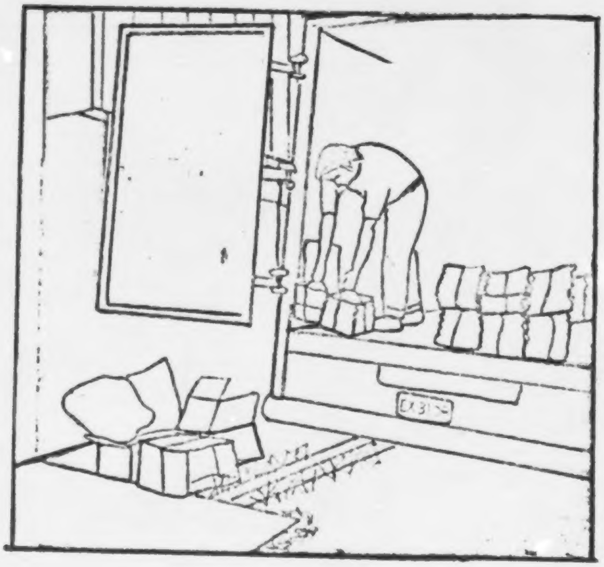
RELATED JOBS:

PASTE-UP
ADVERTISING DESIGN

736

MEDIA DISTRIBUTOR

DEFINITION: THE MEDIA DISTRIBUTOR IS RESPONSIBLE FOR THE DELIVERY OF THE PRINTED ITEM. THE DISTRIBUTOR PICKS UP A LOAD OF PAPERS, LABELS, HANDBILLS OR MAGAZINES FROM THE CIRCULATION DEPARTMENT AND DROPS THEM OFF AT VARIOUS POINTS AROUND TOWN. THE DISTRIBUTOR USUALLY DRIVES A TRUCK AND MUST BE PHYSICALLY STRONG ENOUGH TO LOAD AND UNLOAD HEAVY BUNDLES OF PRINTED MATERIALS.



WORK PICTURE: DOUG LIFTED A BUNDLE OF NEWSPAPERS FROM THE LOADING RAMP AND STACKED IT IN THE TRUCK. THE TRUCK WAS ALMOST FULL AND DOUG STOPPED A MOMENT TO WIPE THE SWEAT FROM HIS FACE.

"THIS IS HARD WORK," HE SAID. "YOU FIGURE THIS TRUCK CARRIES SIX TO TEN TONS AND I'VE GOT TO LOAD THE WHOLE THING IF THERE'S NO ONE HERE TO HELP. IT TAKES A STRONG BACK TO HANDLE THIS JOB.

"IT'S MY JOB TO SEE THAT THE PAPERS ARE DELIVERED. YOU KNOW, WHEN THE NEWSPAPER IS PRINTED IT JUST DOESN'T MAGICALLY APPEAR ON YOUR DOORSTEP. IT'S THE DISTRIBUTORS THAT GET THEM ON THE STREETS."

HE WALKED OVER TO A BUNDLE AND EXAMINED A PINK LABEL STUCK TO THE BROWN WRAPPER. "I DON'T ACTUALLY DELIVER THE PAPERS TO YOUR DOORSTEP. THE NEWSPAPER CARRIER DOES THAT. I'VE GOT ABOUT TEN DIFFERENT 'STATIONS' IN TOWN WHERE I DROP OFF THESE BUNDLES FOR THE CARRIERS. ALL CARRIERS HAVE BUNDLES LABELLED WITH THEIR NAMES AND THE NUMBER OF PAPERS THEY GET. NOW WITH SO MANY STOPS, I CAN'T BE RUMMAGING

AROUND IN THE TRUCK LOOKING FOR ALICE LEE'S OR WHOEVER'S BUNDLE EVERY TIME I MAKE A STOP. I'VE GOT TO MAKE SURE THAT WHEN I LOAD THE TRUCK I PUT THE PAPERS FOR STATION #4, FOR EXAMPLE, ALL TOGETHER. THE FIRST BUNDLES TO BE UNLOADED SHOULD BE NEAREST TO THE DOOR; THE LAST BUNDLES SHOULD BE IN THE BACK OF THE TRUCK.

"LOADING THE TRUCK IS AN IMPORTANT PART OF THIS JOB. BUT JUST GETTING THE PAPER OUT IS THE MOST IMPORTANT PART. ONE AFTERNOON THE TRUCK BROKE DOWN ON THE HIGHWAY. WHEW! YOU SHOULD HAVE BEEN THERE TO HEAR THOSE PHONE CALLS. 'WHERE'S MY PAPER?' 'I DIDN'T GET MY NEWSPAPER TODAY.'

"IT'S FUNNY, THOUGH. IT WAS WHEN THE TRUCK BROKE DOWN THAT I REALIZED HOW IMPORTANT MY JOB WAS."

REVIEW/EVALUATION:

IF YOU ANSWER "YES" TO THE FOLLOWING QUESTIONS, THIS JOB MIGHT APPEAL TO YOU:

DO YOU LIKE TO DO HEAVY WORK?
WOULD YOU LIKE TO LEARN TO DRIVE A TRUCK?
ARE YOU A CAREFUL PACKER?

RELATED JOBS:

CIRCULATION WORKER
TRUCK DRIVER (LOCAL)

MOTION PICTURE PROJECTIONIST

DEFINITION: THE NEXT TIME YOU GO TO A MOVIE, TURN AROUND WHEN THE LIGHTS GO OUT. YOU'LL SEE A LITTLE WINDOW THROUGH WHICH A BEAM OF LIGHT IS PROJECTED ONTO THE SCREEN. THE ROOM BEHIND THE WINDOW IS THE PLACE WHERE THE PROJECTIONIST WORKS. THE PROJECTIONIST RUNS THE MOVIE PROJECTOR AND SOUND EQUIPMENT. DUTIES INCLUDE MAKING SURE THE FILM IS READY FOR PROJECTING, TRANSFERRING FILM FROM ONE MACHINE TO ANOTHER SMOOTHLY, REGULATING SOUND, LIGHT, AND FOCUS AND FIXING THE PROJECTOR OR THE FILM IN CASE A BREAKDOWN OCCURS.

WORK PICTURE: "WHEN A MOVIE COMES TO THE THEATER FOR THE FIRST TIME, IT COMES ON FIVE OR MORE REELS. EACH REEL CONTAINS 2000 FEET OF FILM. SOME MOVIES ARE VERY LONG. FOR EXAMPLE, 'GONE WITH THE WIND' CAME ON 13 REELS."

THURMAN IS A PROJECTIONIST IN A MOVIE THEATER AND HE WAS EXPLAINING HIS WORK.

"NOW THE FIRST THING A PROJECTIONIST DOES WHEN A NEW FILM ARRIVES IS TO CHECK THE FILM FOR DAMAGES. EVERY INCH MUST BE CHECKED. THE PLACE WHERE MANY BREAKDOWNS OCCUR IS IN THE SPROCKET HOLES. THESE ARE THE HOLES THAT RUN ALONG THE EDGE OF THE FILM. IF A SPROCKET HOLE IS RIPPED, THE FILM MAY TEAR.

"There are different kinds of projectors. Some use the small reels on which the film comes. Others can carry very large reels, so big, in fact, that you can put a whole movie on one reel. In this theater we use the 'platter system.'"

He pointed to what looked like four circular tables stacked 18 inches apart around an axle. "After I check the film for damage, I splice the film ends together and run the whole film onto this top platter. When the film is shown it goes over these little wheels and pulleys to the projector and back to the platter below.

"The whole system is automatic now. Most of the time you don't do much while the movie is running. Most of the work is done beforehand. Years ago, being a projectionist was the only job where you could sit down 18 minutes out of 20. But if there's a breakdown, you've got to be ready to find out what went wrong, and fix it fast.

"I like machines. I guess that's why I'm a projectionist. If the film runs without a hitch, I feel I've done my job well."

REVIEW/EVALUATION:

If you answer "Yes" to the following questions, this job might appeal to you:

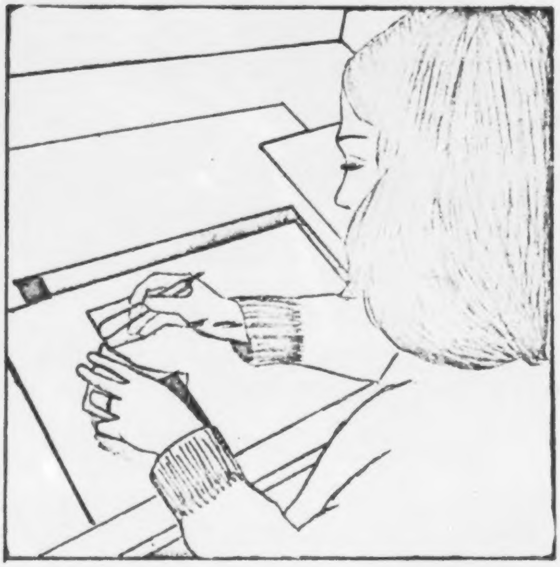
Do you like to work with machines?
Do you like movies?

Related Jobs:

Media Specialist
Theater Jobs (including sales and bookings)

PASTE-UP ARTIST

DEFINITION: THE NEXT TIME YOU GO TO A FOOTBALL GAME, TAKE A LOOK AT THE PROGRAM CONTAINING INFORMATION ABOUT THE TEAMS. MANY TIMES FOOTBALL PROGRAMS ARE VERY ATTRACTIVE, WITH COLOR PHOTOGRAPHS ON THE COVER AND MORE INSIDE. PEOPLE WHO DESIGNED THE PROGRAM ARE CALLED THE PASTE-UP ARTISTS. THEY ARE GRAPHIC DESIGNERS WHO WORK IN AN OFFSET PRINT SHOP. THE ARTISTS DESIGN AND LAY OUT WHATEVER IS TO BE PRINTED, WHETHER FOOTBALL PROGRAM OR CALENDAR. THEY CHOOSE THE TYPE AND THE COLORS TO BE USED. THEY PASTE THE TEXT ONTO THE LAYOUT SHEETS AND INDICATE WHERE THE PHOTOGRAPHS OR ARTWORK WILL GO.



WORK PICTURE: CAREFULLY KAREN PLACED THE THIN COLUMN OF TYPE ONTO THE LAYOUT SHEET. THEN SHE WAXED THE BACK OF ANOTHER COLUMN OF TYPE (THIS ACTS AS A GLUE) AND PASTED IT NEXT TO THE FIRST. "THERE," SHE SAID. SHE HELD UP THE FINISHED PRODUCT. "THIS IS A LAYOUT FOR A SIMPLE ONE-PAGE BROCHURE. IT WILL BE PHOTOGRAPHED, AND THE NEGATIVE WILL BE USED TO BURN A PLATE. THE PLATE WILL BE USED TO PRINT THE PAGE, AND THE PAGE WILL LOOK EXACTLY LIKE THIS.

"SO, AS YOU CAN SEE, I'M IN THE HOT SEAT. EVERYTHING TO BE PRINTED BEGINS RIGHT HERE."

KAREN IS A PASTE-UP ARTIST IN AN OFFSET PRINTING PLANT. IN HER OFFICE ARE TWO DRAFTING TABLES, AND ON THEM ARE RULERS, A T-SQUARE, AN XACTO KNIFE USED TO CUT PAPER, VARIOUS PENS AND COLORED PENCILS.

"Most jobs I do are like problems to be solved. If people like puzzles they would probably like my job. Here's a harder problem than the other one." She pointed to a layout she was working on. "This is a page for a football program. The problem is how to fit six photographs, the large headline 'Offensive Linemen,' and the text onto one page. You don't just put them anywhere. You lay them out so the page looks neat and has eye appeal.

"I have to decide how big the photos should be on the page, and where they will go. Some other decisions are the size of the headlines, the kind of type, the colors. Maybe I want blue letters in one place and red letters elsewhere."

She went back to the drafting table and began sliding the photos around into different positions. "This is a technical job. You have to be very exact. If you make a mistake, it may cost the company a lot of money. But I like it because I know if something is designed so that it's pleasing to the eye, people will read it with more pleasure. I help communicate the message."

REVIEW/EVALUATION:

If you answer "Yes" to the following questions, this job might appeal to you:

- Do you like to work with puzzles?
- Do you like to draw designs with a ruler and pencil?
- Do you like to doodle in your notebook?
- Do you work carefully and finish jobs you begin?

Related Jobs:

- Commercial Artist
- Graphic Designer
- Layout Artist

PHOTOGRAPHER

DEFINITION: THE PICTURES THAT YOU SEE IN ANY PRINTED MATTER SUCH AS NEWSPAPERS AND MAGAZINES ARE TAKEN BY PHOTOGRAPHERS. LIKEWISE, A GOOD BIT OF PRINTED MATERIALS THEMSELVES ARE PHOTOGRAPHED BEFORE BEING REPRODUCED BY MEANS OF AN OFFSET PRESS. THE PHOTOGRAPHER'S DUTIES INCLUDE COVERING NEWS STORIES, TAKING TOPICAL PICTURES, PREPARING NEGATIVES FOR ADVERTISING PURPOSES, DEVELOPING THE FILM AND PRINTING THE PICTURES. FURTHER, THE PHOTOGRAPHER MUST UNDERSTAND HOW THE CAMERA WORKS IN ORDER TO MAKE NECESSARY REPAIRS.

WORK PICTURE: THE PHOTOGRAPHIC AREA WAS BUSTLING. BOB PLACED THE PASTED-UP CALENDAR ONTO THE COPY BOARD IN THE CAMERA ROOM. SET INTO THE WALL A SHORT DISTANCE AWAY WAS A LARGE BLACK CAMERA. TWO SETS OF LIGHTS STOOD ON EITHER SIDE OF THE COPY BOARD. HE TURNED THE BOARD SO THAT IT FACED THE CAMERA. OUTSIDE, ALLISON MOVED AROUND UNTIL SHE GOT THE RIGHT ANGLE. THE OLD WOMAN FEEDING PIGEONS WAS A PERFECT COMPOSITION AND SHE WANTED TO GET HER PICTURE. SHE BROUGHT THE CAMERA TO HER EYE AND PRESSED THE SHUTTER BUTTON. SHE CHANGED THE ANGLE A LITTLE AND SQUEEZED OFF A FEW MORE SHOTS. SHE GLANCED AT HER WATCH AND REALIZED THAT SHE HAD ONLY FIVE MINUTES TO GET TO CITY HALL. THE MAYOR WAS GIVING A SPEECH AND THE EDITOR WANTED A PICTURE OF HIM IN THE AFTERNOON EDITION. SHE HURRIED OFF.

"EVERYONE SAYS, HEY, WHAT A GREAT JOB, A NEWSPAPER PHOTOGRAPHER. BUT IT'S A LOT HARDER THAN PEOPLE THINK." ALLISON GLANCED AROUND AS SHE WALKED. SHE MIGHT ALWAYS COME ACROSS SOMETHING WORTH PHOTOGRAPHING.

"I MEAN, I LOVE BEING A PHOTOGRAPHER. I THINK IT'S GREAT TO TAKE A PICTURE AND SEE IT DEVELOP IN THE DARKROOM. IT'S A GREAT FEELING. BUT IF YOU'RE A NEWSPAPER PHOTOGRAPHER YOU'RE NOT TAKING PICTURES JUST FOR YOURSELF. YOU HAVE TO THINK OF THE READERS AND TAKE WHAT THEY WANT TO SEE. YOU ALSO HAVE TO MEET THE DEADLINE AND DEAL WITH PRESSURE ... AND WHEN YOU DO BOTH OF THOSE THINGS, YOU HAVE CONTRIBUTED."

INSIDE, BOB EXPLAINED THAT A CAMERA OPERATOR IS JUST ANOTHER KIND OF PHOTOGRAPHER. "I PHOTOGRAPH WHATEVER IS TO BE PRINTED. IF IT'S JUST PRINT IT'S CALLED LINEWORK. IF IT'S A PICTURE OR A PHOTOGRAPH I HAVE TO MAKE A HALFTONE, WHICH MEANS I PHOTOGRAPH IT THROUGH A HALFTONE SCREEN. AND IF IT'S IN COLOR I HAVE TO MAKE COLOR-SEPARATIONS. I DO EVERYTHING A PHOTOGRAPHER DOES. I PHOTOGRAPH THE COPY AND THEN DEVELOP THE NEGATIVE.

"I LIKE DOING A GOOD JOB. I KNOW THAT WHEN THIS CALENDAR IS FINISHED, FOR EXAMPLE, I'LL HAVE HAD A HAND IN MAKING IT. IT'S A GOOD FEELING TO BE ABLE TO POINT TO SOMETHING AND SAY, 'I HELPED MAKE THIS.'"

REVEIW/EVALUATION:

IF YOU ANSWER "YES" TO THE FOLLOWING QUESTIONS, THIS JOB MIGHT APPEAL TO YOU:

DO YOU LIKE TO MEET PEOPLE?
DO YOU LIKE TO TAKE PICTURES OF YOUR FRIENDS?
COULD YOU WORK AGAINST A DEADLINE?
DO YOU LIKE PHOTOGRAPHY?
DO YOU LIKE TO LEARN ABOUT HOW MACHINES WORK?
DO YOU FEEL/SEE COLOR AND SHAPE?

RELATED JOBS:

REPORTER
DARKROOM WORKER
PASTE-UP ARTIST
STRIPPER
PLATEMAKER
COMMERCIAL PHOTOGRAPHER

PLATEMAKER

DEFINITION: IN AN OFFSET PRINTING PLANT THE PLATEMAKER EXPOSES OR "BURNS" A THIN METAL PLATE THAT WILL BE USED IN THE OFFSET PRESS. THAT MEANS TAKING THE "FLATS" THAT THE STRIPPER HAS PREPARED AND PRESSING THE NEGATIVE ONTO THE PLATE. THE PLATEMAKER THEN EXPOSES BOTH TO A STRONG LIGHT IN THE PLATEMAKING MACHINE AND DEVELOPS THE PLATE.

WORK PICTURE: "HEY, JACK! WE'RE READY TO PRINT THAT CALENDAR. WE NEED THE PLATE RIGHT AWAY."

THE PRESS OPERATOR WAS YELLING TO THE PLATEMAKER. THE PRINTING WAS BEHIND SCHEDULE. JACK PICKED UP THE "FLAT"--THE NEGATIVE WHICH THE STRIPPER HAD MOUNTED ON GOLD-COLORED PAPER--AND CARRIED IT TO THE PLATEMAKING MACHINE.

"ACTUALLY, PLATEMAKING IS PRETTY CUT AND DRIED," HE SAID. "IT'S LIKE WHAT PHOTOGRATHERS DO WHEN THEY PLACE A NEGATIVE ON TOP OF PHOTOGRAPHIC PAPER AND SHINE A LIGHT ONTO IT. THE RESULT IS A PRINT THE SAME SIZE AS THE NEGATIVE. THIS IS CALLED A CONTACT PRINT.

"I MAKE A CONTACT PRINT JUST LIKE THE PHOTOGRAPHER. BUT I HAVE A CHEMICAL-COATED PLATE INSTEAD OF PHOTOGRAPHIC PAPER. THE PLATE IS SENSITIVE TO LIGHT JUST LIKE PHOTOGRAPHIC PAPER. I'LL PLACE THE NEGATIVE ON TOP OF THE PLATE AND PRESS THIS GLASS COVER DOWN ON TOP. THEN I'LL HIT THE VACUUM BUTTON.

HE PUSHED A BUTTON AND THE GLASS SEEMED TO SCRUNCH DOWN ONTO THE NEGATIVE. "THAT WILL REMOVE ALL THE AIR BETWEEN THE NEGATIVE AND THE PLATE. THEY WILL BE FIRMLY IN CONTACT AND THE LETTERS AND NUMBERS ON THIS CALENDAR WILL BE SHARP."

HE CLOSED THE DOOR AND TURNED ON THE BRIGHT LIGHT INSIDE THE MACHINE. THE LIGHT WOULD "BURN" THE IMAGE OF THE CALENDAR ONTO THE PLATE. "THE PLATE ISN'T FINISHED UNTIL IT'S DEVELOPED, LIKE A PHOTOGRAPHER DEVELOPS A PRINT." HE PLACED IT IN A DEVELOPING MACHINE WHERE BRUSHES AUTOMATICALLY COATED THE PLATE WITH CHEMICALS. WHEN THE PLATE CAME OUT THE OTHER SIDE THE CALENDAR WAS CLEARLY VISIBLE.

"A PLATE LIKE THIS CAN BE USED TO MAKE BETWEEN 50,000 AND 100,000 PRINTS. IT'S STURDY.

"O.K., JOE," HE CALLED OUT TO THE PRESS OPERATOR. "IT'S ALL YOURS."

REVIEW/EVALUATION:

IF YOU ANSWER "YES" TO THE FOLLOWING QUESTIONS, THIS JOB MIGHT APPEAL TO YOU:

HAVE YOU EVER DEVELOPED PICTURES IN A DARKROOM?
DO YOU LIKE MACHINES?
DO YOU ENJOY DOING A JOB THAT CALLS FOR FOLLOWING INSTRUCTIONS CAREFULLY?

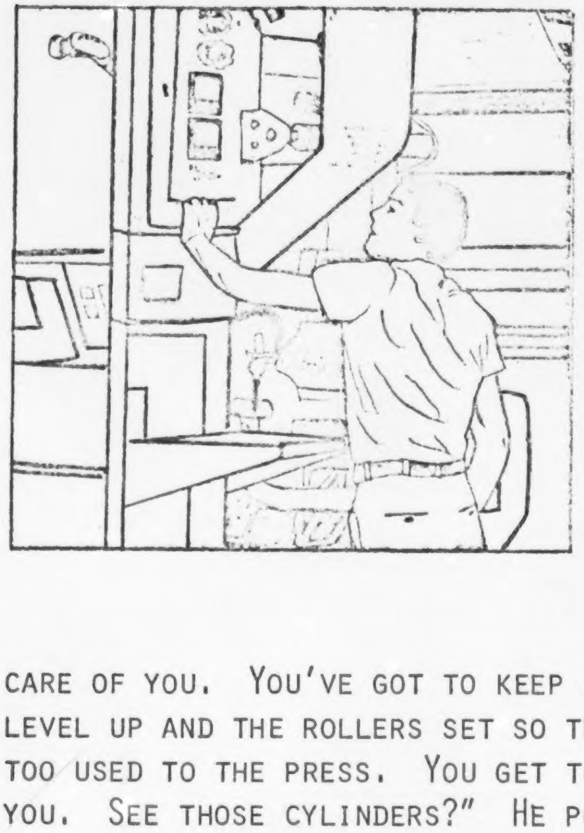
RELATED JOBS:

OFFSET CAMERA OPERATOR
STRIPPER

746

PRESS OPERATOR

DEFINITION: THERE ARE A NUMBER OF KINDS OF PRESS OPERATORS RANGING FROM THE LETTER PRESSES OF A NEWSPAPER WHICH USE TYPE TO THE OFFSET PRESSES OF PRINTING COMPANIES WHICH USE THIN PLATES. THE PRESS OPERATOR IS IN CHARGE OF THE ACTUAL PRINTING OF THE MATERIAL. THE OPERATOR MUST POSITION THE PAPER, ADJUST THE FLOW OF INK AND FINE-TUNE THE MACHINE TO INSURE THAT THE COPY IS CLEAN AND THE PRINT IS DISTINCT. THE OPERATOR MUST ALSO CLEAN THE PRESS AND MAKE SMALL REPAIRS.



WORK PICTURE: "IS THIS THE LAST PLATE, ROBERT?"

"NO, ED. ONE MORE TO COME."

ED WAS THE PRESS OPERATOR FOR A PRINT SHOP IN A LOCAL INDUSTRY AND HE WAS TALKING TO ONE OF THE DARKROOM ASSISTANTS. IN THE DARKROOM WORKERS WERE MAKING THE PLATES USED IN OFFSET PRINTING.

ED BENT THE EDGE OF THE PLATE ON A PLATEBENDER AND ATTACHED IT TO A CYLINDER IN THE PRESS. HE WIPED THE GREASE FROM HIS HANDS. "ONE THING I'LL TELL YOU. IF YOU TAKE CARE OF THE PRESS, IT'LL TAKE CARE OF YOU. YOU'VE GOT TO KEEP IT CLEANED AND OILED, KEEP THE INK LEVEL UP AND THE ROLLERS SET SO THE INK FLOWS SMOOTHLY. BUT NEVER GET TOO USED TO THE PRESS. YOU GET TOO USED TO THE PRESS AND IT'LL BITE YOU. SEE THOSE CYLINDERS?" HE POINTED TO THE LARGE CYLINDERS THAT ROLLED WHEN THE PRESS WAS IN OPERATION. "YOU GET YOUR HAND CAUGHT IN BETWEEN THEM AND YOU'LL KNOW IT, I GUARANTEE IT."

THE DARKROOM WORKER CAME OUT WITH THE LAST PLATE. ED CLEANED IT WITH A CLOTH. HE EXAMINED IT CAREFULLY. "LOOK HERE." HE POINTED AT THE PAGE NUMBER AT THE TOP. IT WAS BARELY VISIBLE. "THAT'S CALLED

A HOT SPOT. NOTHING I CAN DO ABOUT IT NOW. IT JUST WON'T LOOK TOO GOOD." HE ATTACHED THE PLATE TO THE PRESS. "O.K.! LET'S GO!" HE SHOUTED.

HE CLICKED ON THE SWITCH AND THE PRESS BEGAN TO RUN. INK AND WATER WERE PASSED OVER THE PLATE AS IT TURNED. THE PLATE MADE AN INK-COVERED IMPRESSION ON ANOTHER CYLINDER CALLED THE BLANKET CYLINDER. THE BLANK PAPER CAME UP BETWEEN THE BLANKET CYLINDER AND A THIRD CYLINDER AND THE INKED IMPRESSION WAS PASSED ONTO THE PAPER. THE PRINTED SHEET CAME SHOOTING OUT THE OTHER SIDE OF THE PRESS.

"THE HARDEST THING ABOUT RUNNING AN OFFSET PRESS," ED SAID, "IS LEARNING TO ADJUST THE INK SO THAT A GOOD IMPRESSION IS PUT ON THE BLANKET. IF THERE'S TOO MUCH INK THE WHOLE PAGE WILL LOOK MUDDY. YOU WON'T BE ABLE TO READ THE PRINT ON THE PAGE. IF THERE'S TOO LITTLE INK THE PRINT WILL BE WATERY AND WEAK. SO I'VE GOT TO WATCH THE PRINTED SHEETS AS THEY COME OUT.

ED LOOKED OVER A COPY WITH A CRITICAL EYE. HE WALKED BACK AND FORTH, ADJUSTING THE INK HERE AND THERE. DURING THE TIME THE PRESS WAS RUNNING HE NEVER STOPPED PACING BACK AND FORTH, CHECKING THE COPY EVERY NOW AND THEN TO MAKE SURE THE INK WAS CLEAR. THE PRESS FINALLY BEGAN TO SLOW DOWN AND THEN STOPPED.

"THE THING I LIKE ABOUT THIS JOB IS THAT I'M DOING SOMETHING DIFFERENT ALL THE TIME: COLORS, FORMS, DESIGNS, LABELS, HANDBILLS, COMPANY REPORTS, ADS--ALWAYS DIFFERENT. IT NEVER GETS BORING."

HE PICKED UP ONE OF THE PRINTED SHEETS AND SCANNED IT CAREFULLY. "I HOPE TO LEARN HOW TO RUN THE FOUR-COLOR SEPARATIONS SOON. THAT'S WHEN YOU'VE GOT A COLOR PRINTING JOB IN FOUR COLORS. THAT TAKES A LOT OF SKILL. BUT YOU CAN GO AS FAR AS YOUR INITIATIVE TAKES YOU IN THE PRINTING TRADE. THERE'S A LOT TO LEARN."

REVIEW/EVALUATION:

IF YOU ANSWER "YES" TO THE FOLLOWING QUESTIONS, THIS JOB MIGHT APPEAL TO YOU:

DO YOU LIKE TO WORK WITH MACHINES?
DO YOU LIKE TO SEE QUICK RESULTS FROM A JOB YOU ARE DOING?
DO YOU ENJOY TAKING RESPONSIBILITY FOR A LARGE JOB?

NEWSPAPER PROOFREADER

DEFINITION: "THE COWBOYE RODE OVER THE PLAIN." IF YOU SAW THAT SENTENCE IN A PAPER YOU WROTE FOR CLASS YOU WOULD PROBABLY NOTICE THAT "COWBOYE" SHOULD BE SPELLED "COWBOY." YOU WOULD PROBABLY ERASE THE "E." IN READING YOUR PAPER OVER FOR MISTAKES IN SPELLING AND PUNCTUATION YOU ARE PROOFREADING YOUR PAPER. THIS IS WHAT A NEWSPAPER PROOFREADER DOES. THE PROOFREADER CHECKS THE COPY FOR MISSPELLINGS AND OTHER KINDS OF ERRORS BEFORE THE STORIES GO TO PRESS.

WORK PICTURE: "ON DIFFERENT NEWSPAPERS THERE ARE DIFFERENT WAYS OF PROOFREADING THE NEWS STORIES. AT THIS PAPER I PROOFREAD THE CODED TAPES PRODUCED BY THE TYPEWRITER. I FEED THE TAPE INTO THIS READING MACHINE LIKE SO."

SEVERAL ROWS OF TYPE FLASHED ONTO THE SCREEN AND THEN SEVERAL MORE UNTIL ALMOST THE WHOLE SCREEN WAS FILLED WITH WORDS.

"THE READING MACHINE TRANSLATES THE CODED TAPE INTO WORDS ON THE SCREEN SO I CAN CHECK FOR ERRORS. THE COMMONEST ERRORS ARE JUST TYPOGRAPHIC ERRORS. PERHAPS THE TYPESETTER FORGOT A LETTER OR REVERSED THE ORDER OF TWO LETTERS. BUT I ALSO HAVE TO KEEP MY EYES OUT FOR MATTERS OF STYLE. FOR EXAMPLE, I MAKE SURE OF THE PROPER SPACING BETWEEN THE HEADLINES AND THE COPY."

HE PUNCHED A BUTTON AND THE IMAGE ON THE SCREEN DISAPPEARED, REPLACED ALMOST INSTANTLY BY MORE TYPE. "IF I FIND AN ERROR, I CAN REMOVE IT BY PUNCHING A BUTTON. THEN I'LL ADD THE CORRECTED WORD.

When I'm finished proofreading, I'll have a new tape with the corrected story. It'll still be in code so it'll have to go through another machine to turn it into the columns of type that you see in the newspaper. These will then be pasted together to make the newspaper page.

"You can probably guess that you've got to be able to spell to have this job. You should also read a lot; the more you read, the better your spelling will be. Some day I want to become a reporter. And a good way of learning how to write for a newspaper is to start out as a proofreader. You learn how to put a news story together."

He punched the button and more type flashed onto the screen. He scanned the lines carefully. "Of all the jobs in the composing room, proofreading is one of the more rewarding. It sounds dull. But you're contributing to a good newspaper. If you can produce a story without misspellings and bad punctuation, you've done a good job. You can pick up a newspaper and point to your work."

REVIEW/EVALUATION:

If you answer "Yes" to the following questions, this job might appeal to you:

Do you like to read?
Can you spell words correctly most of the time?
Would you like to work for a newspaper?

Related Jobs:

Typesetter
Paste-Up Artist
Reporter
Technical Writer
Editor

RADIO ANNOUNCER

DEFINITION: WHO IS THE PERSON WHOSE FACE WE RARELY SEE BUT WHOSE VOICE WE HEAR QUITE OFTEN? YOU'VE PROBABLY GUESSED. IT'S A RADIO ANNOUNCER. A RADIO ANNOUNCER IS A PERSON SKILLED IN TALKING CLEARLY AND DISTINCTLY FOR BROADCAST. THE DUTIES INCLUDE READING THE NEWS, PLAYING RECORDS, AND INTERVIEWING IMPORTANT PEOPLE IN THE TOWN. ANNOUNCERS INFORM AND ENTERTAIN US.

WORK PICTURE: "IT'S 9:56, WGRS-TIME, AND THIS IS WAYNE JONES COMING YOUR WAY WITH THE BEE-GEES." THE DISC JOCKY MOVES A SWITCH ON THE INSTRUMENT CONSOLE IN FRONT HIM AND THE SOUNDS OF "WILL YOU LEAVE ME NOW?" FILL THE SOUND-PROOFED ROOM. BEHIND HIM ARE TAPE DECKS SET INTO THE WALL. ON ONE SIDE OF HIM ARE LARGE MACHINES WITH DIALS AND SWITCHES.

"MOST PEOPLE COME INTO A RADIO STUDIO FOR THE FIRST TIME AND THINK THEY COULD NEVER LEARN TO HANDLE ALL THIS EQUIPMENT," WAYNE SAID. "BUT IT ONLY LOOKS HARD. IT'S LIKE LEARNING HOW TO TYPE. PRETTY SOON YOU'RE HANDLING THE CONTROLS ALMOST WITHOUT THINKING."

HE CHECKED OFF SOMETHING ON THE PAD IN FRONT OF HIM. "NOW THERE'S MORE TO BEING A DISC JOCKEY THAN LEARNING CONTROLS. I'VE GOT TO KEEP TRACK OF THE COMMERCIALS I'VE PLAYED. AND WHILE A RECORD IS PLAYING I'M NOT JUST LISTENING. I'M THINKING OF WHAT I'LL SAY NEXT. MAYBE I'LL TELL A JOKE OR SAY SOMETHING ABOUT THE FOOTBALL GAME. I HAVE TO CUE UP THE TAPED COMMERCIALS, DECIDE WHICH ONE TO PLAY FIRST. AND I'M THINKING ABOUT THE FLOW OF THE MUSIC. YOU KNOW, YOU DON'T WANT TO GO FROM ONE SOUL SOUND TO ANOTHER SOUL SOUND. YOU WANT TO VARY IT. YOU

PLAY EAGLES, A LITTLE DISCO, SOME SOUL. YOU'RE ALWAYS THINKING, AND THERE'S A LOT TO DO."

A YELLOW LIGHT FLASHED, INDICATING THAT THE SONG WAS ABOUT TO END. "BUT YOU KNOW, I LOVE THIS JOB. I LIKE TO ENTERTAIN PEOPLE. I LIKE TO KNOW THAT PEOPLE ARE LISTENING TO ME. I LIKE TO KNOW THAT I'M HELPING PEOPLE ENJOY THEIR DAY."

HE TURNED BACK TO THE BOARD AS THE MUSIC FADED AWAY. "THE BEE-GEES WITH 'WILL YOU LEAVE ME NOW?' IT'S 9:59. NEWS COMING UP ON THE HOUR. THIS IS WAYNE JONES. SEE YOU TOMORROW."

ACROSS FROM WAYNE'S STUDIO ANOTHER ANNOUNCER BEGAN TO READ THE 10:00 NEWS. "I KNEW THAT WHEN THE RECORD ENDED I HAD EXACTLY TEN SECONDS TO SIGN OFF. IT'S ALL BEEN PLANNED IN ADVANCE. IT'S ALMOST GOT TO BE PLANNED OR ELSE YOU'D NEVER GET EVERYTHING DONE. YOU'VE GOT TO PLAY SO MANY COMMERCIALS, BUT NOT TOO MANY OR PEOPLE WILL SWITCH YOU OFF. SO EVERYTHING IS PLANNED IN ADVANCE."

HE PICKED UP HIS NOTES AND HIS PROGRAM SHEET. "WELL, NOW I'VE GOT TO RECORD SOME COMMERCIALS. AND THEN I'VE GOT TO SEE A PERSON WHO'S GOING TO BE ON MY SHOW TOMORROW NIGHT. AS YOU CAN SEE, WE DO A LOT OFF THE AIR, TOO."

REVIEW/EVALUATION:

IF YOU ANSWER "YES" TO THE FOLLOWING QUESTIONS, THIS JOB MIGHT APPEAL TO YOU:

DO YOU LIKE TO LISTEN TO MUSIC?
DO YOU SOMETIMES PRETEND YOU'RE A DISC JOCKEY TALKING ABOUT A RECORD YOU LIKE?
DO YOU THINK YOU COULD LEARN TO TALK SLOWLY AND DISTINCTLY?
DO YOU LIKE MACHINES?

RELATED JOBS:

RADIO DIRECTOR
RADIO PRODUCER
RADIO PROGRAMMER

RADIO STATION TRAFFIC MANAGER

DEFINITION: ALMOST ALL RADIO STATIONS PLAY COMMERCIALS BETWEEN MUSIC. BUT WHO DECIDES WHEN A CERTAIN COMMERCIAL SHOULD BE AIRED? THE DISC JOCKEY? NO, THIS IS THE TRAFFIC MANAGER'S JOB. THIS PERSON KEEPS TRACK OF ALL THE COMMERCIAL TIME WHICH HAS BEEN BOUGHT BY ADVERTISERS. THEY PLAN THE DAY AND THE HOUR WHEN EACH COMMERCIAL SHOULD BE PLAYED.

WORK PICTURE: "JANE, HARRISON'S HARDWARE HAS ORDERED TWO 60-SECOND SPOTS DURING THE WEEK OF THE 17TH. THEY'RE DRIVE-TIME SPOTS."

THE STATION SALESPERSON HAS JUST COME IN WITH AN ORDER FOR A COMMERCIAL, OR A "SPOT." JANE IS THE TRAFFIC MANAGER. SHE WENT TO CHARTS WHERE ALL THE COMMERCIALS WERE PLANNED AT LEAST TWO WEEKS IN ADVANCE. "COMMERCIALS ARE USUALLY 30 SECONDS OR 60 SECONDS LONG," SHE SAID. "THE LONGER THE COMMERICAL THE MORE EXPENSIVE IT IS. THIS COMMERICAL IS VERY EXPENSIVE. THE CUSTOMER WANTS HIS 60-SECOND COMMERCIAL PLAYED DURING DRIVE-TIME. THESE ARE THE HOURS OF THE DAY WHEN MANY PEOPLE ARE IN THEIR CARS LISTENING TO THE RADIO: 6 A.M. TO 10 A.M. AND 3 P.M. TO 7 P.M. DURING DRIVE-TIME, THE COMMERCIAL ADVERTISING HARRISON'S HARDWARE WILL REACH MORE PEOPLE, SO WE CHARGE MORE FOR IT."

SHE FOUND THE WEEK OF THE 17TH AND ENTERED THE NAME OF THE CLIENT IN THE DRIVE-TIME SPOTS. "THE TRAFFIC MANAGER KEEPS A RECORD OF THE

PRICE OF EACH COMMERCIAL ORDERED. THAT WAY WE KNOW HOW MUCH TO BILL THEM. WHEN A COMMERCIAL IS PLAYED, THE DISC JOCKEY CHECKS IT OFF HIS LIST. SOMETIMES THE D.J. FORGETS TO PLAY A COMMERCIAL. IF HE DOES, I'VE GOT TO FIT IT INTO A NEW SLOT.

"THE RADIO MANAGER'S JOB IS ONE OF THOSE BEHIND-THE-SCENES JOBS AT THE RADIO STATION THAT YOU NEVER HEAR ABOUT. BUT IT'S AN IMPORTANT JOB AND HELPS KEEP THE STATION RUNNING SMOOTHLY. I'M BUSY FROM MORNING 'TIL NIGHT AND IT FEELS GOOD TO WORK HARD."

REVIEW/EVALUATION:

IF YOU ANSWER "YES" TO THE FOLLOWING QUESTIONS, THIS JOB MIGHT APPEAL TO YOU:

DO YOU LIKE TO PLAN AHEAD?
WOULD YOU LIKE THE RESPONSIBILITY OF KEEPING RECORDS?
DO YOU ORGANIZE WELL?

RELATED JOBS:

ADVERTISING SALES AND COPY
RADIO PROGRAMMING AND PRODUCING

RECEPTIONIST

DEFINITION: WHEN YOU VISIT A BUSINESS OFFICE, OFTEN THE FIRST PERSON YOU MEET IS THE RECEPTIONIST. THIS PERSON WORKS AT THE CENTER OF A BUSY ESTABLISHMENT. THE RECEPTIONIST IS IN CHARGE OF HANDLING THE SWITCHBOARD AND DIRECTING VISITORS TO THEIR DESTINATIONS. THEY MAY ALSO ASSIST DIFFERENT DEPARTMENTS WITH WORK THAT CAN BE DONE AT THE RECEPTION DESK.

WORK PICTURE: "GOOD MORNING, THIS IS THE CREATIVE ADVERTISING AGENCY. MAY I HELP YOU? ... I'M SORRY, MR. ATWATER IS ON THE PHONE RIGHT NOW, BUT I'LL PUT YOU ON HOLD."

CAROLE IS THE RECEPTIONIST AT A LOCAL ADVERTISING AGENCY. ALREADY HER DAY HAS BEEN BUSY WITH CALLS AND VISITORS. "IT'S KIND OF HECTIC AROUND HERE AT TIMES, YOU KNOW. INCOMING CALLS, PEOPLE WANTING TO KNOW WHERE SO-AND-SO IS. AND IN A BUSINESS OFFICE SO MANY OF THE SALESPERSONS, WRITERS, AND DESIGNERS ARE OUT HALF THE TIME, IT'S HARD TO KEEP TRACK OF THEM."

SHE BEGAN SORTING THROUGH A STACK OF NEWSPAPER CLIPPINGS ON HER DESK. "TODAY I'VE GOT TO FIND THE WINNER OF THE WEDNESDAY FOOTBALL CONTEST HELD EACH WEEK BY A LOCAL RESTAURANT. I HELP OUT WHERE I'M NEEDED."

A PERSON CAME IN LOOKING CONFUSED. "MAY I HELP YOU, SIR?" CAROLE ASKED. THE MAN WANTED TO SPEAK WITH A SALESPERSON. IT SEEMED

THAT HE HAD JUST PURCHASED A LOCAL TIRE COMPANY AND WANTED TO PLAN AN ADVERTISING CAMPAIGN. NONE OF THE SALESPERSONS WERE AT THE OFFICE JUST THEN SO CAROLE HAD THE MAN LEAVE HIS TELEPHONE NUMBER. A SALESPERSON WOULD CALL HIM LATER.

"THAT'S THE FUN PART OF THIS JOB," CAROLE SAID AFTER THE MAN HAD LEFT. "I ENJOY MEETING PEOPLE AND THERE ARE SO MANY PEOPLE COMING IN AND OUT OF THE OFFICE. YOU HAVE TO LIKE PEOPLE IN THIS JOB. YOU HAVE TO BE PATIENT, KEEP COOL, BE FRIENDLY."

SHE PUSHED A BUTTON AND SPOKE INTO THE TELEPHONE. "MR. ATWATER IS OFF THE LINE NOW, SIR." SHE PUSHED ANOTHER BUTTON AND REPLACED THE RECEIVER. "YOU ALSO HAVE TO LEARN NOT TO FORGET CALLERS WHEN YOU'VE PUT THEM ON HOLD. WITH ALL THE EXCITEMENT AROUND HERE, THAT'S EASY TO DO."

REVIEW/EVALUATION:

IF YOU ANSWER "YES" TO THE FOLLOWING QUESTIONS, THIS JOB MIGHT APPEAL TO YOU:

DO YOU LIKE PEOPLE?
ARE YOU OUTGOING AND FRIENDLY?
COULD YOU HANDLE A LOT OF DIFFERENT ACTIVITIES AT ONCE?

RELATED JOBS:

TELEPHONE OPERATOR
EXECUTIVE SECRETARY

REPORTER

DEFINITION: "FIRE CAUSES MILLION DOLLARS DAMAGE" WHEN YOU READ HEADLINES LIKE THIS IN YOUR NEWSPAPER, HAVE YOU EVER WONDERED WHO ACTUALLY GOT THE INFORMATION? GETTING THE FACTS ABOUT EVENTS AND PEOPLE IN THE EVENTS IS THE JOB OF A NEWS REPORTER. PEOPLE IN THIS OCCUPATION ASK WHO? WHAT? WHEN? WHERE? AND HOW? THEY THEN WRITE THE STORY WITH THE ANSWERS TO THESE QUESTIONS. STORIES MIGHT BE WRITTEN ABOUT A BUILDING THAT BURNED, OR ABOUT A HIGHSCHOOL BASKETBALL GAME.

WORK PICTURE: "HELLO, CHIEF BETHEA? ANYTHING NEW ON THAT BURGLARY CASE? NO? IS THERE ANYTHING ELSE THAT'S GOING ON AT THE POLICE STATION? WELL, O.K. I'LL BE SPEAKING WITH YOU LATER."

PART OF ALLAN'S JOB AS A NEWSPAPER REPORTER IS FINDING OUT WHAT IS HAPPENING AROUND TOWN. HE MAKES CALLS LIKE THESE FREQUENTLY DURING THE DAY TO UNCOVER A STORY FOR THE AFTERNOON PAPER.

"MOST REPORTERS ARE PEOPLE WHO JUST LOVE TO TALK ABOUT WHAT THEY'VE SEEN," HE SAID. "THEY'RE THE KIND OF PERSON WHO SEES A FIRE AND RUNS HOME SAYING, 'THERE'S A FIRE DOWN THE STREET! LOOKS LIKE A BIG ONE!' THEY LIKE EXCITEMENT. THEY LIKE TO BE IN THE THICK OF THINGS.

"BEING A REPORTER IS HARDER THAN THAT, OF COURSE. FIRST, YOU'VE GOT TO GET A STORY. SOME MORNINGS YOU COME IN AND YOU DON'T KNOW WHAT YOU'RE GOING TO WRITE ABOUT. THEN, WHEN YOU DO GET YOUR STORY, YOU'VE GOT

TO GET THE FACTS STRAIGHT--NO GUESSES. AND ON TOP OF IT, YOU'RE TRYING TO BEAT THE CLOCK, THE DEADLINE WHEN THE PAPER GOES TO PRESS.

"SPEAKING OF DEADLINES." HE TURNED TO THE TYPEWRITER BESIDE HIS DESK, SLIPPED PAPER INTO IT, GLANCED AT HIS NOTEBOOK AND BEGAN TYPING.

"WRITING A NEWS STORY, EVEN A SPORTS STORY, IS HARD. A REPORTER'S GOT TO LEARN TO LOOK FOR THE MOST IMPORTANT FACT ABOUT ANY STORY THAT IS COVERED. WHEN REPORTERS GO TO MEETINGS, THEY HAVE TO ASK THEMSELVES, 'WHAT'S THE MOST IMPORTANT THING HERE?' THAT BECOMES THE 'LEAD,' AND GOES FIRST IN THE STORY. THE IMPORTANT THINGS GO FIRST; THE LESS IMPORTANT THINGS GO LATER.

"MOST REPORTERS DON'T WANT TO DO ANYTHING ELSE. IT GETS IN THEIR BLOOD. I GET TO MEET INTERESTING AND IMPORTANT PEOPLE. I GET TO GO PLACES. I'M OUT ALL THE TIME. AND IT GIVES ME A SENSE OF IMPORTANCE BECAUSE I HELP PEOPLE KNOW ABOUT THEIR COMMUNITY."

HE LOOKED AT THE CLOCK ON THE WALL. "A HALF HOUR TO PRESS TIME. THERE'S NEVER ENOUGH TIME."

REVIEW/EVALUATION:

IF YOU ANSWER "YES" TO THE FOLLOWING QUESTIONS, THIS JOB MIGHT APPEAL TO YOU:

DO YOU LIKE TO TALK ABOUT WHAT YOU'VE SEEN?
ARE YOU CURIOUS ABOUT THINGS AND IDEAS THAT GO ON IN YOUR TOWN?
DO YOU LIKE TO MEET PEOPLE?
COULD YOU LEARN TO BE ACCURATE?
DO YOU LIKE TO WRITE?

RELATED JOBS: PHOTOGRAPHER (NEWS)
HEADLINE WRITER
PROMOTION/PUBLICITY WORK

SIGN PAINTER

DEFINITION: SIGNS! WHAT WOULD WE DO WITHOUT THEM? EVERYWHERE WE LOOK THERE IS A SIGN TELLING US SOMETHING. TRAFFIC SIGNS TELL US TO STOP, TO SLOW DOWN, AND TO DRIVE 55 MPH. NEON SIGNS IN A WINDOW TELL US "SHOES FIXED WHILE-U-WAIT." A HAND-PAINTED SIGN OUTSIDE A DOCTOR'S OFFICE SAYS "ROBERT B. ANDERSON, M.D." SIGNMAKERS ARE BUSY COMMUNICATORS IN OUR SOCIETY. THEY MAKE SIGNS OF ALL KINDS ACCORDING TO THE CUSTOMERS' WISHES TO CONVEY VERY SPECIFIC INFORMATION. PAINTERS DESIGN, LAY OUT AND PAINT LETTERS AND PICTURES ON BILLBOARDS, WINDOWS, METAL AND OTHER MATERIALS.

WORK PICTURE: JIM WAVES HIS ARM TO INDICATE HIS CLUTTERED SHOP. HE IS A SIGNMAKER AND SIGNS LAY EVERYWHERE--ON TABLES, UNDER THEM, SUSPENDED FROM THE CEILING. "A SIGNMAKER IS A DESIGN-MAKER, TOO," HE SAID. IT'S RARE THAT CUSTOMERS WANT JUST PLAIN SIGNS WITH THEIR NAMES ON THEM. IF THE CUSTOMER IS OPENING A NEW BUSINESS, THEY WANT A SNAPPY-LOOKING SIGN THAT'LL STICK IN PEOPLE'S MINDS. SO A SIGNMAKER HAS GOT TO SIT DOWN WITH A CUSTOMER AND HELP CHOOSE WHAT THE SIGN SHOULD SAY."

JIM PULLED A RECTANGULAR SIGN FROM HIS WORK TABLE. IT SAID, "SEA BREEZE AIR CONDITIONING" AND A PALM TREE WAS PRINTED ALONG THE RIGHT SIDE. "ON THIS JOB, THE CUSTOMER AND I DISCUSSED HOW BIG THE SIGN WOULD BE, WHAT STYLE OF LETTERING TO USE, THE COLORS OF THE LETTERS, AND WHERE THE PALM TREE WOULD BE.

"IT WAS IMPORTANT TO CHOOSE THE RIGHT MATERIAL, TOO. WE DECIDED ON METAL, BUT IT COULD HAVE BEEN WOOD. IT COULD HAVE BEEN AN ELECTRIC SIGN OR A NEON SIGN. A SIGNMAKER LEARNS TO DO A LITTLE BIT OF EVERYTHING: ELECTRICAL WORK, CARPENTRY, SHEET METAL, WELDING. ALL OF THESE SKILLS ARE USED TO GET THE MESSAGE ACROSS.

"I STILL PAINT A LOT OF SIGNS BY HAND. BUT NOWADAYS I SILKSCREEN A LOT OF SIGNS. I'M WORKING ON ONE NOW."

HE WALKED OVER TO A LONG TABLE AND PICKED UP A WOODEN FRAME. A PIECE OF NYLON WAS STRETCHED ACROSS. A PIECE OF PAPER LAY ON THE TABLE. THE WORDS, "HOWARD ARMS APARTMENTS," HAD BEEN CUT OUT IN LARGE LETTERS.

"THIS PAPER IS CALLED A STENCIL AND THE WOODEN FRAME IS CALLED A SCREEN. NOW WATCH." HE PLACED THE STENCIL UNDER THE SCREEN AND PLACED A BLANK PIECE OF METAL UNDER BOTH. HE POURED BLUE PAINT ONTO THE SCREEN AND PRESSED IT THROUGH THE HOLES WITH A SQEEEGEE. "THE PAINT WILL TOUCH THE METAL ONLY IN THOSE PLACES WHERE THE STENCIL HAS BEEN CUT OUT." HE LIFTED THE METAL PLATE AND THERE IN BLUE LETTERS WAS "HOWARD ARMS APARTMENTS."

"SIGNMAKING IS VERY CREATIVE," JIM SAID. "YOU WORK WITH ALL KINDS OF MATERIALS AND YOU'RE ALWAYS TRYING TO MAKE THE MESSAGE INTERESTING TO LOOK AT. THAT'S COMMUNICATION."

IF YOU ANSWER "YES" TO THE FOLLOWING QUESTIONS, THIS JOB MIGHT APPEAL TO YOU:

DO YOU LIKE TO WORK WITH YOUR HANDS?
DO YOU LIKE TO PAINT?
DO YOU LIKE TO DRAW FANCY LETTERS AND/OR DESIGNS?
DO YOU VISUALIZE SPACIAL RELATIONS, FORMS, SHAPES AND COLORS?

RELATED JOBS:

GRAPHIC DESIGNER
COMMERCIAL ARTIST
SILKSCREENER
STENCIL CUTTER/LETTERER
SIGN MAINTAINER

STRIP-UP

DEFINITION: OPEN A BOOK AND NOTICE THAT EVERY TOP LINE OF PRINT IS EXACTLY THE SAME DISTANCE FROM THE TOP OF THE PAGE. NOTICE ALSO THAT THE INSIDE MARGINS ARE EXACTLY THE SAME ON EVERY PAGE. THE FILM STRIPPER IS RESPONSIBLE FOR THESE AND OTHER PRECISE TASKS. AFTER THE NEGATIVE HAS BEEN DEVELOPED BY THE CAMERA OPERATOR, THE FILM STRIPPER TAPES THEM CAREFULLY TO GOLD-COLORED LAYOUT SHEETS. THEY ARE GIVEN TO THE PLATEMAKER WHO MAKES THE PLATES FOR THE ACTUAL PRINTING.

WORK PICTURE: DAVE BENT INTENTLY OVER THE LIGHT TABLE, POSITIONING THE NEGATIVE SO THAT IT WAS STRAIGHT ON THE LAYOUT SHEET. HE WAS A FILM STRIPPER IN AN OFFSET PRINTING ROOM OF AN ADVERTISING AGENCY.

"AS A FILM STRIPPER, I MAKE THE LAYOUTS USED TO BURN THE PLATES," HE SAID. "THIS YELLOW PAPER HERE WITH THE NEGATIVES TAPED TO IT IS CALLED A 'FLAT.'

"WHEN WE'RE PRINTING A BROCHURE, I LAY OUT MORE THAN ONE PAGE NEGATIVE PER LAYOUT SHEET. IT'S A VERY IMPORTANT JOB. I HAVE TO MAKE SURE THAT ALL THE EDGES OF THE NEGATIVES ARE STRAIGHT SO THAT WHEN THE PAPER IS CUT LATER ALL THE PAGE MARGINS ARE EXACTLY THE SAME.

"IT TAKES PATIENCE AND STEADY HANDS TO BE A GOOD FILM STRIPPER. YOU HAVE TO KNOW ABOUT PRESSES, TOO, ABOUT WHAT SIZE PAPER THE PRESS CAN TAKE AND THINGS LIKE THAT.

"SOMETIMES WE DO COLOR PRINTING." HE POINTED DOWN AT A STRIPPED-UP FLAT LYING NEAR THE LIGHT TABLE. WINDOWS HAD BEEN CUT IN THE GOLD PAPER THROUGH WHICH PARTS OF THE NEGATIVE COULD BE SEEN BELOW. "THIS IS A TWO-COLOR JOB. THE HANDBILL WILL BE IN BLUE AND BLACK INK. WE'VE GOT TO MAKE A PLATE FOR EACH COLOR. ON THIS FLAT I'VE UNCOVERED ALL THE AREAS THAT WILL BE PRINTED BLUE. AFTER THE PLATE IS BURNED, I'LL TAKE ANOTHER LAYOUT SHEET AND CUT LITTLE WINDOWS WHERE THE BLACK INK WILL GO. A PLATE WILL BE BURNED FOR IT, SO WE'LL HAVE TWO PLATES TO PRINT TWO COLORS.

"ONE OF THE GREAT THINGS ABOUT THE PRINTING TRADE IS THAT YOU GET TO SEE THE RESULTS OF YOUR WORK QUICKLY. THE FILM STRIPPER HAS A LARGE RESPONSIBILITY FOR THE WAY THE FINAL PRINTING WILL TURN OUT. WHEN I SEE A BROCHURE THAT I'VE HELPED PREPARE, I'M PROUD THAT I HAD A HAND IN IT."

REVIEW/EVALUATION:

IF YOU ANSWER "YES" TO THE FOLLOWING QUESTIONS, THIS JOB MIGHT APPEAL TO YOU:

DO YOU LIKE TO SEE THE RESULTS OF YOUR WORK QUICKLY?
ARE YOU INTERESTED IN HOW BROCHURES AND ADS ARE MADE?
DO YOU HAVE A GOOD EYE FOR STRAIGHT LINES?

RELATED JOBS:

CAMERA OPERATOR
PLATEMAKER
PRESS OPERATOR

TECHNICAL WRITER

DEFINITION: A TECHNICAL WRITER IS A PERSON SKILLED IN EXPLAINING DIFFICULT PROCEDURES AND RESULTS IN A CLEAR AND EASILY UNDERSTANDABLE WAY. THEY MAY WRITE A SET OF INSTRUCTIONS ON HOW TO ASSEMBLE A MODEL AIRPLANE. THEY MAY PRODUCE A MANUAL ON HOW TO REPAIR AN AIR CONDITIONER. THEY ALSO PREPARE BUSINESS REPORTS AND SCIENTIFIC PAPERS AS WELL AS OVERSEE THE PREPARATION OF ILLUSTRATIVE MATERIAL. TECHNICAL WRITERS MUST HAVE THE ABILITY TO MAKE THEMSELVES UNDERSTOOD BY THEIR AUDIENCE.

WORK PICTURE: KATIE POINTED TO THE INSTRUCTION LEAFLET INSIDE A BOX CONTAINING THE PARTS TO AN OUTDOOR SWING SET. SHE WAS A TECHNICAL WRITER IN A BUSINESS FIRM. HER TASK AT THE MOMENT WAS TO REWRITE THE DESIGNER'S INSTRUCTIONS ON HOW TO ASSEMBLE THE SWING SET.

"THE DESIGNER OF THIS SWING SET WROTE SUCH DIFFICULT INSTRUCTIONS," SHE SAID. "IT WOULD TAKE A GENIUS TO UNDERSTAND WHAT HE MEANT. MOST PEOPLE WOULD NEVER HAVE GOTTEN THAT SWING TOGETHER.

"BUT DESIGNERS AREN'T PAID TO WRITE. SO YOU CAN'T BLAME THEM TOO MUCH. THAT'S WHERE THE TECHNICAL WRITER COMES IN.

"THE TECHNICAL WRITER HAS TO UNDERSTAND THE PROCESS BEFORE THEY CAN WRITE ABOUT ANYTHING. THEN WHEN THE WRITER WRITES, THEY PLACE THEMSELVES IN THE POSITION OF THE AVERAGE PERSON WHO NEEDS TO KNOW HOW

TO PUT IT TOGETHER. WRITERS ARE JUST NOT WRITING FOR THEMSELVES; THEY ARE WRITING FOR OTHER PEOPLE.

"OF COURSE TECHNICAL WRITERS DO NOT ALWAYS WRITE FOR THE AVERAGE PERSON. SOMETIMES THEY WRITE FOR SPECIALISTS. THEY MIGHT HAVE TO WRITE A MANUAL ON HOW TO FIX A JET ENGINE, IN WHICH CASE THE MANUAL IS WRITTEN FOR MECHANICS. BUT THE WRITER STILL HAS TO BE CLEAR AND LOGICAL SO THAT THE MECHANIC CAN UNDERSTAND WHAT HAS TO BE DONE."

KATIE GLANCED AT HER WATCH AND GOT UP FROM HER DESK. "I'VE GOT A MEETING IN A MINUTE OR TWO," SHE SAID. "TECHNICAL WRITING ISN'T JUST WORKING BY YOURSELF. I SPEND A LOT OF TIME TALKING WITH ENGINEERS OR DESIGNERS. SOMETIMES I'LL WORK WITH ANOTHER WRITER ON A PROJECT. SO THERE'S A GOOD MIXTURE OF WORKING WITH OTHERS AND WORKING BY MYSELF.

"THIS IS A CHALLENGING JOB. SOMETIMES I'VE WRITTEN A PIECE AND THE EDITOR WILL SEND IT BACK WITH A NOTE SAYING, 'IT'S STILL NOT CLEAR.' I'LL SAY TO MYSELF: 'I CAN'T MAKE IT ANY CLEARER.' BUT I'LL SIT DOWN AND WORK ON IT AND I'LL DO IT. THERE'S A LOT OF SATISFACTION IN THAT."

REVEIW/EVALUATION:

IF YOU ANSWER "YES" TO THE FOLLOWING QUESTIONS, THIS JOB MIGHT APPEAL TO YOU:

DO YOU LIKE TO WRITE?
CAN YOU EXPLAIN DIFFICULT THINGS TO OTHERS SO THAT THEY UNDERSTAND YOU?
DO YOU LIKE TO SEE YOUR PAPERS READ BY OTHERS?
DO YOU PAY ATTENTION TO DETAIL?
DO YOU NOTICE SIZE, SHAPE AND COLOR OF OBJECTS?

RELATED JOBS:
- NEWSPAPER REPORTER
- PUBLIC RELATIONS
- ADVERTISING
- EDITING
- PROOFREADING

TELEPHONE OPERATOR

DEFINITION: What's the easiest and quickest way to get a message to a friend across town? The telephone, of course. And if you don't know the number, it's easy to call the information operator. The telephone operator is trained to assist telephone users in placing their calls. They locate telephone numbers and report faulty equipment. The long-distance operator keeps a record of the length of long-distance calls for billing purposes.

WORK PICTURE: The call signal lit up on the switchboard in front of Priscilla. She plugged the cord into the board in front of her and switched the key. "Operator, may I help you?"

"Yes, operator. I've called this number three times but the other party can't hear me. Could you ring the number for me?"

"I'll see if I can help you." She wrote the number on her pad. Then she plugged in another cord and dialed. When she was sure the call had gone through, she switched off the key. She was now off the line.

"Most of the work we do is like that," Priscilla said. "We help people out when they can't make a connection, or when their connection is bad. And of course we find numbers for people.

"To be an operator you have to be vigilant. When the signal comes on you have to answer quickly. Any call might be an emergency call to the police or to a hospital. And if you're a long-distance

OPERATOR, YOU'VE GOT TO BE CAREFUL TO DISCONNECT AS SOON AS THE CALLER HANGS UP, OR ELSE THEY'LL HAVE TO PAY FOR THAT EXTRA TIME."

ANOTHER SIGNAL LIGHT CAME ON AND SHE PLUGGED IN THE CORD. IT WAS A REQUEST FOR A PHONE NUMBER. SHE QUICKLY LOCATED THE NUMBER AND READ IT TO THE CALLER. "AFTER AWHILE YOU CAN JUST GLANCE AT THE NUMBER AND YOU CAN REMEMBER IT. OF COURSE, YOU'VE GOT TO MAKE SURE IT'S RIGHT. YOU SHOULD HAVE GOOD HEARING, TOO. IT'S NOT VERY GOOD IF YOU SAY, 'WOULD YOU REPEAT THAT?' ALL THE TIME.

"BEING AN OPERATOR IS HARD WORK SOMETIMES, ESPECIALLY DURING THE DAY WITH ALL THE BUSINESS CALLS. AT NIGHT IT'S NOT SO BUSY. SOMETIMES OLD PEOPLE CALL THE OPERATOR AT NIGHT BECAUSE THEY'RE LONELY. WE TRY TO BE NICE TO THEM, AND GIVE THEM THE NUMBER OF SOMEONE WHO CAN HELP.

"ONE NIGHT A FELLOW CALLED AND SAID HE WAS LONELY. BUT I COULD HEAR ALL THESE PARTY SOUNDS IN THE BACKGROUND. I SAID, 'YOU DON'T SOUND LONELY TO ME.'

"IT MAY BE HARD TO BELIEVE, BUT YOU GET TO KNOW YOUR COMMUNITY PRETTY WELL HERE. I MEAN, IF A BUSINESS CLOSES YOU'RE THE FIRST TO KNOW BECAUSE THE TELEPHONE NUMBER IS REMOVED. AND IF A NEW RESTAURANT OPENS YOU'RE THE FIRST TO KNOW AGAIN.

"I LIKE THIS JOB BECAUSE I HELP PEOPLE. AND WHEN THEY APPRECIATE IT AND TELL ME SO, IT MAKES ME FEEL GOOD."

REVIEW/EVALUATION:

IF YOU ANSWER "YES" TO THE FOLLOWING QUESTIONS, THIS JOB MAY APPEAL TO YOU:

DO YOU LIKE HELPING PEOPLE?
DO YOU LIKE TO TALK ON THE PHONE?
WOULD YOU LIKE TO KNOW HOW TO WORK A SWITCHBOARD?
CAN YOU REMEMBER NUMBERS?

RELATED JOBS:

RECEPTIONIST

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TYPESETTER

DEFINITION: BEFORE THE NEWSPAPER CAN GO TO PRESS, THE TYPESETTERS MUST SET THE TYPE FOR THE NEWS STORIES. THEY MAY DO THIS BY HAND OR BY MACHINE. THEIR JOB IS TO COMPOSE THE TYPE INTO COLUMNS AND TO OPERATE AND REPAIR THE MACHINE THAT COPIES DATA FROM MANUSCRIPT ONTO THE TAPE USED FOR AUTOMATIC TYPE COMPOSITION.

WORK PICTURE: GAIL REMOVED A NEWS STORY FROM THE CLIPBOARD AND SLID IT INTO THE COPYHOLDER ABOVE HER TYPESETTING MACHINE. THE MACHINE CLICKED AND A THIN PIECE OF PERFORATED TAPE BEGAN TO MOVE ACROSS THE FRONT OF THE MACHINE. GAIL WAS A TYPESETTER FOR THE LOCAL NEWSPAPER.

"IT DOESN'T LOOK LIKE THE TYPE YOU READ IN A NEWSPAPER, DOES IT?" SHE LAUGHED. "I'M USING A PHOTOTYPESETTING MACHINE. THIS TURNS ALPHABET LETTERS INTO A CODE ON THIS TAPE. WHEN I'M FINISHED, THIS TWO-PAGE STORY WILL BE IN THE FORM OF A LONG PIECE OF TAPE. THEN THE PROOFREADER WILL CHECK IT FOR ERRORS. AND THEN IT WILL BE FED INTO ANOTHER MACHINE WHICH WILL AUTOMATICALLY SET IT INTO COLUMNS."

HER FINGERS DARTED OVER THE KEYS AND THE TAPE GREW LONGER. "THIS MACHINE IS JUST A TYPEWRITER WITH A FEW EXTRA KEYS THROWN IN. I CAN ERASE THE LAST WORD I'VE WRITTEN, IF I'VE MADE AN ERROR. AND I CAN ALSO TYPE IN BOLD FACE TYPE, OR IN ITALIC. IT'S QUITE A MACHINE.

"It really gets wild in here when the paper's deadline is near. All the typesetters are typing away. The paste-up people are pasting away. It's exciting. Of course, you can't count on regular hours when you work for a newspaper. I'm supposed to work from eight to five. But when there's a special issue, I come in before eight, or stay later than five.

"Being here in the composing room, I can learn other skills, too. I can do some proofreading and pasting-up."

A reporter came into the composing room just then. "Hey, Gail. Is that football story ready yet?"

"Coming up!" Gail shouted. The keys clicked and the tape piled up. "We've got to move fast around here. A lot of people are waiting on us."

REVIEW/EVALUATION:

If you answer "Yes" to the following questions, this job may appeal to you:

Do you like machines?
Would you like to work for a newspaper?
Can you sit for a long time?

Related Jobs:

Proofreader
Paste-Up Artist
Press Operator

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III. SOCIAL AWARENESS

Date Assigned_____

Date Completed____

ACTIVITY 5

Family Problems

OBJECTIVE: Students will be able to identify methods of solving family problems.

COMPLETION TIME: 45 minutes

EQUIPMENT AND MATERIALS: None

INSTRUCTIONS: Divide into groups and role-play as a group one of the following problems. Each group should decide who is to play mother, father, and children.

Family Problems:
1. money
2. use of the family car
3. keeping the house clean
4. curfew
5. drugs
6. alcohol
7. dating
8. friends

REVIEW/EVALUATION:

1. Discuss in class ways to solve family problems.

2. Choose a family problem that you have and try to solve it. Tell the class about your results.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired and have them and visually impaired sit in a front seat. Have group members speak clearly and distinctly giving distinct visual cues as to when they should speak their part in the role play. Check to see that the area is free of barriers to physical mobility for visually and physically impaired. Encourage speech impaired to participate verbally, using other means of communication only as needed. Be supportive of emotionally disturbed students who may be having family problems acted out in the role plays. Encourage them to be mature and realistic in solving hypothetical family problems. Write student responses on the board during class discussions for hearing impaired students.

Date Assigned_____

Date Completed____

ACTIVITY 6

Social Changes

OBJECTIVE: Students will anticipate social changes in the future.

COMPLETION TIME: 25 minutes

EQUIPMENT AND MATERIALS: Pencils, Paper

INSTRUCTIONS: Discuss in class the social changes that are likely to occur in the future. Make a list of all the changes you think would be beneficial.

REVIEW/EVALUATION:

Describe one significant social change that is likely to occur in the future and explain how you think it will affect individuals.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired and have them and visually impaired sit in a front seat. Encourage speech impaired to participate verbally, using other means of communication only as needed. Write student responses on the board during class discussions for hearing impaired students. Visually impaired and physically impaired may either dictate, tape record, or type the answers to the questions.

Date Assigned_____

Date Completed____

ACTIVITY 7

My Rights

OBJECTIVE: Students will recognize the meaning of individual rights as outlined by law.

COMPLETION TIME: 20 minutes (for class discussion)

EQUIPMENT AND MATERIALS: Research material, Paper, Pencils

INSTRUCTIONS: Complete the following exercises, checking them off as they are finished.

_____1. Study the Constitution and list all provisions that protect individual rights.

_____2. Examine state and local laws and list those that protect individual rights.

_____3. Have a panel discussion on either a) the limitations of individual rights; b) your rights as a student.

REVIEW/EVALUATION:

List 10 laws that protect individual rights.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired and have them and visually impaired sit in a front seat. Have someone either read or tape record for later reference the research material needed for this exercise. Visually impaired and physically impaired may either dictate, tape record, or type the answers to the questions. Write student responses on the board during class discussions for hearing impaired students.

Date Assigned____
Date Completed____

ACTIVITY 8

Socialization

OBJECTIVE: Students will demonstrate an understanding of the socializing functions of various institutions.

COMPLETION TIME: 20 minutes

EQUIPMENT AND MATERIALS: Paper, Pencils

INSTRUCTIONS: Give examples in class of how these institutions socialize you: family units, formal education, peer groups, mass media, employment situations, the political system.

REVIEW/EVALUATION:

List 5 institutions and explain the socializing function of each.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired and have them and visually impaired sit in a front seat. Make sure that students understand the meaning of the word "socialization" before initiating this activity. Encourage speech impaired to participate verbally, using other means of communication only as needed. Write student responses on the board during class discussions for hearing impaired students. Visually and physically impaired may either dictate, tape record, or type the answers to the questions.

Date Assigned_____

Date Completed____

ACTIVITY 9

Emotions

OBJECTIVE: Students will demonstrate an understanding of how people of various cultures demonstrate identical emotions.

COMPLETION TIME: 2 class periods

EQUIPMENT AND MATERIALS: Magazines, Paste, Markers, Colored Pencils, Paints, Movie Camera (or regular camera), Tape Recorder

INSTRUCTIONS: Discuss emotions that all humans have regardless of culture.

REVIEW/EVALUATION:

Make either a collage, a set of film clips, or an audio tape sequence showing emotions shown by all humans.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired and have them and visually impaired sit in a front seat. Encourage speech impaired to participate verbally, using other means of communication only as needed. Write student responses on the board during class discussions for hearing impaired students. Have impaired students choose an evaluation activity that they can do best. Consider supplying headphones for hearing impaired students who may not be able to hear others'audio tapes otherwise. If visually impaired students wish to make collages, consider having them make bigger ones than usual so that larger designs (better able to be seen) may be used.

Date Assigned_____

Date Completed____

ACTIVITY 10

Minority Groups

OBJECTIVE: Students will identify and describe minority groups in the U.S.

COMPLETION TIME: 2 class periods

EQUIPMENT AND MATERIALS: Research materials, Pencils, Paper

INSTRUCTIONS:

Make a list of the different minority groups in the U.S. After individual lists have been made, compile a group list.

Divide into groups, and each group select a minority group to do research on.

REVIEW/EVALUATION:

Identify one group of people in the U.S. who represent a minority in each of the following aspects: social beliefs, language, national background, religious faith, political beliefs, physical appearance, and economic theories.

Have each group present their report in class.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired and have them and visually impaired sit in a front seat. Visually and physically impaired may either dictate, tape record, or type the answers to the questions. Have someone either read or tape record for later reference for visually impaired students the research materials if "talking books" on the subject are unavailable. Also, remind students that the handicapped are also a minority group. Encourage speech impaired to participate verbally, using other means of communication only as needed. Write student responses on the board during class discussions for hearing impaired students. Encourage all impaired students to participate as fully as possible in the group effort.

Date Assigned_____

Date Completed____

ACTIVITY 11

A Word about Prejudice

OBJECTIVE: Students will define terms that are associated with prejudice.

COMPLETION TIME: 1 class period

EQUIPMENT AND MATERIALS: Colored pencils/Crayons, Markers, Pencils, Drawing Paper, Paints

INSTRUCTIONS:

Draw cartoon illustrations for these words: prejudice, stereotype, discrimination, bigotry, racism, and intolerance. Display your cartoons.

REVIEW/EVALUATION:

Write in your own words a definition for each of the following words: prejudice, bigotry, stereotype, discrimination, racism, and intolerance.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired and have them and visually impaired sit in a front seat. Provide visually and physically impaired students with large pencils, paper and markers for drawing. If there are students who are unable to draw because of some impairment, consider having them create situations from clay or other pliable material. Visually and physically impaired may either dictate, tape record, or type the answers to the questions.

Date Assigned____

Date Completed____

ACTIVITY 12

Why Are People Prejudiced?

OBJECTIVE: Students will analyze motives for prejudice.

COMPLETION TIME: 2 class periods (for student presentations)

EQUIPMENT AND MATERIALS: Paper, Pencils

INSTRUCTIONS: Complete the following exercises, checking them off as they are finished.

_____1. Describe recent situations in which you observed prejudice and see if you can explain why they occurred.

_____2. Develop an hypothesis to explain why some people are prejudiced.

_____3. Find examples of prejudice, stereotyping, or bias in books, movies, TV and radio shows.

REVIEW/EVALUATION:

List 5 examples of prejudicial situations and then analyze the motives for them.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Make sure that students understand the meaning of the terms used in this activity before beginning it. Present instructions visually to non-lip-reading hearing impaired and have them and visually impaired sit in a front seat. Visually and physically impaired may either dictate, tape record, or type the answers to the questions. Although visually impaired students may not be able to view movies or TV shows, they are encouraged to listen carefully for incidences of prejudice, stereotyping or bias.

Date Assigned_____

Date Completed____

ACTIVITY 13

Me as a Minority

OBJECTIVE: Students will recognize the problems faced by minorities.

COMPLETION TIME: 30 minutes

EQUIPMENT AND MATERIALS: Pencils, Paper

INSTRUCTIONS:

List 5 situations in which you were a member of a minority group and list any problems which you faced as a result.

REVIEW/EVALUATION:

Write a one-page report about problems faced by one minority group and explain what is being done about the problems.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired and have them and visually impaired sit in a front seat. Visually and physically impaired may either dictate, tape record, or type the answers to the questions. Remind the class that impaired students are also considered a minority group.

Date Assigned_____

Date Completed____

ACTIVITY 14

Equal Rights

OBJECTIVES:
1. Students will be able to list the provisions of the Equal Rights Amendment.
2. Students will be able to list pro and con arguments relative to the Equal Rights Amendment.

COMPLETION TIME: 30 minutes

EQUIPMENT AND MATERIALS: Copy of Equal Rights Amendment, Paper, Pencils

INSTRUCTIONS:

Read the Equal Rights Amendment and hold a class debate about whether or not it should be adopted.

REVIEW/EVALUATION:

List any restrictions and liberties that people have now that you think the Equal Rights Amendment would change.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired and have them and visually impaired sit in a front seat. Have someone either read or tape record for later reference the Equal Rights Amendment for the visually impaired. Encourage speech impaired to participate verbally, using other means of communication only as needed. Write student responses on the board during class discussions for hearing impaired students.

Date Assigned________

Date Completed________

ACTIVITY 15

Civil Activities

OBJECTIVES: Students will become involved in civic activities.

COMPLETION TIME: 10 hours

EQUIPMENT AND MATERIALS: None

INSTRUCTIONS:

Encourage the student to join or organize a group for the purpose of contributing to the community in some way. For example, it may be an outdoors group whose goal is to enjoy outside activities, work on community beautification projects, design anti-pollution strategies and campaigns, promote and assist the elderly in home maintenance, etc.

REVIEW/EVALUATION:

Show an interest in and ask frequent questions about the group's activities. Ask the child how the group's activities contribute to better community life.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT: Advise civic groups on general adaptative procedures.

D. SPECIFIC SKILLS

Date Assigned ___________

Date Completed ___________

ACTIVITY 16

Personal Observations

OBJECTIVE: Students will identify their values by observing their behavior during the course of a day.

COMPLETION TIME: 1 day (completed outside of class)

EQUIPMENT AND MATERIALS: Personal Observations Chart, Paper, Pencils

Instructions: To help you determine what your values are, make observations of your behavior during the course of a 24-hour period for one week on the Personal Observations Chart provided. At the end of the one-week period when you have finished your observations, answer the questions below.

1. How was most of your time spent?

2. List the 3 or 4 activities that consumed most of your time.

   1. 3.

   2. 4.

3. Based on the way you spend your time, what can you conclude about your values?

REVIEW/EVALUATION:

1. Does what your behavior tells you about your values in any way conflict with what you say your values are? If so, in what way do they conflict?

2. What did you learn from this activity?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All Jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired and have them and visually impaired sit in a front seat. Present the activity to the visually impaired in large type or print or tape record it. Visually impaired and physically impaired may either dictate, tape record, or type their responses in their Personal Observation Chart and their answers to the questions in the activity.

PERSONAL OBSERVATIONS CHART

		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
A.M.	8:00 - 9:00							
	9:00 - 10:00							
	10:00 - 11:00							
	11:00 - 12:00							
P.M.	12:00 - 1:00							
	1:00 - 2:00							
	2:00 - 3:00							
	3:00 - 4:00							
	4:00 - 5:00							
	5:00 - 6:00							
	6:00 - 7:00							
	7:00 - 8:00							
	8:00 - 9:00							
	9:00 - 10:00							
	10:00 - 11:00							
	11:00 - 12:00							
	12:00 - 1:00							

Date Assigned __________
Date Completed _________

ACTIVITY 17

Appearances

OBJECTIVE: Students will recognize the manner in which our appearances reveal our values.

COMPLETION TIME: 20 minutes

EQUIPMENT AND MATERIALS: Paper, Pencils

INSTRUCTIONS: Sometimes our appearance reveals as much about our values as what we say. Gather together as a group. Take turns going around the group telling each other what values you think that each person's clothing and appearance conveys.

1. How were the group's perceptions of your values similar to yours?

2. How were they different?

REVIEW/EVALUATION:

1. What would you like for your clothing to say about you and your values?

2. Do they do that?

3. If not, how could you change them so they do?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All Jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired and have them and visually impaired sit in a front seat. Have visually impaired students touch classmates to get a clearer impression of appearance. Write student responses on the board during class discussions for hearing impaired students. Encourage speech impaired to participate verbally, using other means of communication only as needed. Visually impaired and physically impaired may either dictate, tape record or type the answers to the questions. Define any words that are unfamiliar before beginning this activity.

Date Assigned __________

Date Completed __________

ACTIVITY 18

Advantages

OBJECTIVE: Students will recognize the relationship between their sexuality and their values.

COMPLETION TIME: 30 minutes

EQUIPMENT AND MATERIALS: Notecards, Paper, Pencils

INSTRUCTIONS: Complete the following sentence on a 3 X 5 notecard, "The advantages to being a member of the opposite sex are ________ ________________________________." When you have finished, write your sex at the top of the card and pass them to your teacher. The teacher will then shuffle them and pass them back to you. If you get your own, exchange with the person beside you. Go around the room and read and discuss the responses.

REVIEW/EVALUATION

1. List as many values as you can that were revealed in the note card responses and in the class discussion.
2. How many of them are your values?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All Jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired and have them and visually impaired sit in a front seat. Make sure that all students understand what values are before beginning this activity. Have someone read the note card response to the visually impaired if they are unable to read their own. Write the responses on the board for the hearing impaired during note card readings and during class discussion. Visually impaired and physically impaired may either dictate, tape record, or type their notecard responses and the responses to the evaluation questions. Encourage speech impaired to participate verbally, using other means of communication only as needed.

Date Assigned ____________

Date Completed ___________

ACTIVITY 19

Learning Values

OBJECTIVE: Students will gain an awareness of where values originate.

COMPLETION TIME: 15-20 minutes

EQUIPMENT AND MATERIALS: Paper, Pencils

INSTRUCTIONS: Read each of the following sentences. Complete each one with the first idea that pops into your mind. Do not try to think about the sentences. Just answer them as soon as you have an idea, regardless of how strange it may sound to you.

1. People should ______________________________.
2. Children ought to ______________________________.
3. Boys should ______________________________.
4. Girls should ______________________________.
5. Boys should not ______________________________.
6. Girls should not ______________________________.
7. Children should not ______________________________.
8. People should not ______________________________.

REVIEW/EVALUATION:

1. Look back over the sentences that you completed.
    - Who told you these things or tells you these things now? Answer this question for each of the 8 sentences completed.
2. Look over each sentence again. What do you think personally about each statement?
3. How would you go about evaluating the truth of each statement for yourself?

4. Do these statements work for you?
   - Have you tried them?
   - Are there any that do not work for you? If so, which ones?

5. Do any of your answers show any prejudice or bias?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All Jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired and have them and visually impaired sit in a front seat. Print or type the activity in large letters or tape record the information for the visually impaired. Visually impaired and physically impaired may either dictate, tape record, or type the answers to the questions.

Date Assigned ____________

Date Completed ____________

ACTIVITY 20

Career Values

OBJECTIVES: The student will be able to evaluate several potential career choices in terms of the standard of living he or she would like to attain.

COMPLETION TIME: 2 class periods

EQUIPMENT AND MATERIALS: Research Materials, Pencils, Paper

INSTRUCTIONS: Mentally project yourself 15 years into the future and write a description of what you think your values and lifestyle might be. (For example, think of such areas as married or single; own or rent home, apartment, trailer; children; furniture; car; clothing, vacation; recreation and entertainment; insurance; savings).

When finished with this phase, think of 4 careers to investigate. Choose 2 careers which best match your abilities, 1 that you have a genuine interest in, and 1 that you have never thought about.

Research the careers using the career interest material in your library or counselor's office then answer the following questions:

1. Which career best matched your projected lifestyle?
2. Is it a job that matches your interests and abilities?

REVIEW/EVALUATION

1. Write a one-page paper discussing the role that personal values play in one's satisfaction with one's job.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All Jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired and have them and visually impaired sit in a front seat. Have someone either read or tape record for future reference career interest material for the visually impaired. Encourage impaired students to consider their impairment when matching careers to their abilities, yet their aspirations should not be limited unnecessarily by their impairments. Have students take into account their motivation as well as the severity of their impairment. Visually impaired and physically impaired may either dictate, tape record, or type the answers to the questions.

IV. SPECIFIC SKILLS

(B) DECISION-MAKING

Date Assigned_______
Date Completed______

ACTIVITY 21

Decisions and Values

OBJECTIVES:

1. Students will be able to explain what a decision is.
2. Students will be able to explain the relationship between decisions and values.

COMPLETION TIME: 20 minutes

EQUIPMENT AND MATERIALS: Decision Chart, Paper, Pencils

INTRODUCTION: We can say that a decision is made when one has made a choice between 2 or more alternatives, objects, activities, courses of action, etc. A person cannot, for example, decide to have cherry pie for dessert if there is no dessert from which to choose.

Decisions may be very complex or very simple. Regardless, they all are related to our values. We normally decide to choose alternatives that reflect the things in life that are important to us. Even getting out of bed in the morning is a decision that involves a value. Can you think what it is?

INSTRUCTIONS:

List 6 decisions that you made since you got out of bed this morning. For each decision, list some of the other choices you could have made instead. After you have completed this, state the value that probably caused you to make the choice that you did. Use the chart below for recording your information.

Decisions	Other Possible Alternatives (Choices)	Values Involved

REVIEW/EVALUATION:

L. Explain in your own words what a decision is.

2. How are your values and your decisions related?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired and have them and visually impaired sit in a front seat. Print or type the activity in large letters for the visually impaired and have them and the physically impaired either dictate, tape record, or type their decision chart and the answers to the evaluation questions. Define any words that may be unfamiliar before the activity is introduced. If some students have trouble relating values and decisions, have them review the values clarification activities before beginning this activity.

Date Assigned______

Date Completed______

ACTIVITY 22

Career Decisions

OBJECTIVE: Students will make a tentative career decision by following a logical sequence of steps in the decision-making process.

COMPLETION TIME: 30 - 40 minutes

EQUIPMENT AND MATERIALS: Pencils, Paper

INSTRUCTIONS:

Complete the following exercises, checking them off as you finish them. Use the information that you learned about your career interests and abilities in Unit II as a basis for making your decision.

_____1. Decision: State a tentative career-related decision.

_____2. Alternatives: What are your alternatives? List at least 5.

_____3. Information: List the information you need in order to choose among the alternatives.

_____4. Interviewing: Find out the information by interviewing a worker employed in the job you are investigating. Use the enclosed interview form as a guide for collecting information.

_____ 5. Outcomes: What do you expect the outcomes of each alternative would be? What would you gain and what would you lose from each?

_____ 6. Plan of Action: What action can you take now about your career decision?

REVIEW/EVALUATION:

1. What values do you have that influenced your answers to the above questions?

2. Do you expect your values to change over the next few years? If so, how?

3. How will changing values affect career decisions?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present instructions visually to non-lip-reading hearing impaired and have them and visually impaired sit in a front seat. Type or print this activity in large letters or tape record it for the visually impaired. Visually impaired and physically impaired may either dictate, tape record, or type the answers to the questions. Define any words that may be unfamiliar to students before beginning. Encourage students to complete each question in order before moving on to next one. Prepare the interviewees in advance so that they may provide extensive oral explanations and hands-on activities for the visually impaired and visual aids for the hearing impaired. Check to see that the area is free of barriers to physical mobility for visually and physically impaired. Encourage speech impaired to participate verbally, using other means of communication only as needed.

Name____________________

Date____________________

Period__________________

Interview Form

The following sheet is to be used to assist you as you investigate the careers you have chosen. Use all materials available here.

I. OCCUPATION OR FIELD____

II. FUTURE PROSPECTS

A. Are workers in demand today?

B. Is employment expected to increase or decrease?

III. WHAT IS THE WORK LIKE?

A. Definition of occupation.

B. Job duties (be specific)

C. Environment

1. Is the work done inside, and/or outside?

2. Is it done under any special conditions?

3. Is the work done with others, around others, or alone?

IV. QUALIFICATIONS

A. Age

1. How old must you be to qualify?

2. Is there any age at which you must retire? If so, when?

B. Sex

1. Are there good opportunities for both males and females?

2. Is there sex discrimination on the job?

C. Height and Weight

1. Are there any minimum or maximum requirements? If so, what?

NAME____________________

D. Other Physical Requirements

1. Any other measurable physical requirements; for example, 20/20 vision, freedom from color blindness, physical strength?

V. LEGAL REQUIREMENTS

A. Is a license or certificate required?

B. Where and how does one get a statement of requirements?

C. In general, what are they?

VI. PREPARATION

A. How much and what kind of preparation is required to meet legal requirements and/or employer's standards?

B. What kind of high school, technical school, and/or college program should be followed?

C. What subjects must or should be chosen?

D. What is done about training on the job?

E. Is experience of some kind prerequisite to entrance?

VII. ENTRANCE

A. In what types of places may the worker find employment?

VIII ADVANCEMENT

A. What are the promotional steps, in order, from beginning jobs?

B. What are the related occupations to which this may lead?

IX. EARNINGS

A. What are the most dependable average figures you can find on earnings by week, month, or year? (Pay careful attention here to beginning wages and the average.)

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NAME____________________

B. Are there any extra earnings from tips, commissions, free room and board, expense accounts, etc.?

C. Are earnings higher or lower in certain parts of the country?

X. ADVANTAGES AND DISADVANTAGES

A. What do workers say they like best and dislike most about this job?

B. Are hours regular or irregular, long or short?

Is there frequent overtime or night work?

Sunday or holiday work?

C. Is employment steady, seasonal, or irregular?

D. Are the skills learned easily transferred to other occupations or industries?

E. Is the work dangerous?

F. In comparison with other occupations requiring about the same level of ability and training, in what ways is this one more or less attractive?

XI. RELATED OCCUPATIONS

A. What are the related occupations which might prove acceptable to persons who are dissatisfied once they enter this occupation?

XII. HOW DO I FEEL?

A. Some things to consider in deciding how I feel:

1. What would I like about the duties?
2. What would I dislike about the duties?
3. How would I feel about the hours?

NAME____________________

4. Do I want the responsibilities?

5. Can I work with the necessary "bosses"?

6. Can I live the way I want to on the salary?

7. Am I happy with the chances to move up the ladder?

8. What's the best thing about this job?

9. What's the worst thing about this job?

10. Based on my predictions for my future life-style, will I be happy in this job? Why or why not?

D. SPECIFIC SKILLS

Outline of Student Economic Activities

I. Our Economic System

  A. Wants and Needs (#23)

  B. Supply and Demand (#24)

II. Banking

  A. How to Write Checks (#25)

  B. How to Complete a Check Stub (#26)

  C. How to Complete a Deposit Ticket (#27)

III. Budgeting

  A. Budgeting Activities: Income Outgo (#28)

IV. Credit

  A. Shopping for Credit (#29)

  B. Retail Sales Contract (#30)

  C. Retail Installment Contract (#30)

V. Consumerism

  A. Advertising Techniques (#31)

Date Assigned__________
Date Completed_________

ACTIVITY 23

Wants and Needs

OBJECTIVES:
1. To demonstrate to students the difference between wants and needs.
2. To stimulate students to examine the origin of their wants and needs.

COMPLETION TIME: 15 minutes

EQUIPMENT AND MATERIALS: Paper, Pencils

INSTRUCTIONS: Read and complete the following:

1. The basic needs of every person are:
    a. food
    b. air
    c. water
    d. shelter
    e. proper body temperature

NEEDS ARE THINGS YOU CAN'T DO WITHOUT

WANTS ARE THINGS YOU CAN DO WITHOUT

* Everybody has to decide what his own wants and needs are.

Below make a list of all things you feel you want and all the things you need.

NEEDS	WANTS

2. Do you think your parents want the same things you want?

__________YES __________NO

3. List 5 things you think a person 30 years old would want.

1.
2.
3.
4.
5.

4. How do you think people satisfy their wants and needs?

____

____

____

REVIEW/EVALUATION:

1. Where do your needs come from?
2. Where do your wants come from?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present exercise to visually impaired orally or use braille. Visually and physically impaired may either type, record or dictate their work.

Date Assigned________

Date Completed_______

ACTIVITY 24

Our Economic System: Supply and Demand

OBJECTIVE: Students will be able to define supply and demand.

COMPLETION TIME: 10 minutes

EQUIPMENT AND MATERIALS: Pencils, Paper

INSTRUCTIONS: Answer the following questions about supply and demand.

1. Supply is how much you have of something!!
   You have 24 diamond rings. What is your supply?________________

2. Demand is the number of people who want what you have.
   There are 30 people in Raleigh who want diamond rings.
   There are 10 people in Greensboro who want diamond rings.
   What is your demand in Raleigh?________________________________
   What is your demand in Greensboro?______________________________

3. If your supply is only 25 rings, which place can you sell the rings for the highest price?

   _________Raleigh _________Greensboro

   WHY?____

   ____

4. Suppose you have 10 apples and only 5 buyers.
   Place a $ mark on the correct answers.
   a. Supply is (larger-smaller) than demand.
   b. Price will therefore be (larger-smaller).

5. Suppose you have 25 pairs of blue jeans, and 50 buyers.
   a. Supply is (larger-smaller) than demand.
   b. Price will therefore be (larger-smaller).

6. If it cost just a small amount to make a product, can you charge less for it?

_____YES _____NO

7. If it cost 30¢ to make one plastic belt and 40¢ to make one leather belt, which will sell for the most?

_____the plastic _____the leather

REVIEW/EVALUATION:

Explain the difference between supply and demand.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All Jobs

HOW TO ADAPT:

Present exercise to visually impaired orally or use braille. Visually and physically impaired may either type, record or dictate their work.

Date Assigned________

Date Completed________

ACTIVITY 25

Banking: How to Write Checks

OBJECTIVE: Students will be able to write a check accurately.

COMPLETION TIME: 20 minutes

EQUIPMENT AND MATERIALS: Sample checks, Pencils

INSTRUCTIONS:

Follow the instructions below on how to write a check. Your teacher will provide you with sample checks to use.

In filling out a check, remember, for your protection: a. Make sure either your check stub or register has been filled out first. b. Write the check legibly and in ink. c. Start at the extreme left of each blank space. d. Line out any space not used.

Steps in Check Writing

A. Enter the date.

B. Enter the name of the person or firm to which the check is being made payable.

C. Enter in figures for the amount of the check keeping it close to the $ sign so that no other numbers can be inserted.

D. Write out the amount for which the check is made payable making sure that the numbers and words agree. If the written amount varies from the numerical amount, the written amount governs.

All amounts are written in terms of dollars, such as, Three and 85/100 dollars.

E. Sign the check with your authorized signature the same way you signed the signature card that your bank provided you with when you opened your account.

Your bank may not honor a check which has anything marked out, changed, or erased, so if you make a mistake in writing a check, write "void" in ink across the check and the stub, and, as an added precaution, cut the signature block. Then write a new check.

REVIEW/EVALUATION:

1. Write a check for $10.47.

2. Void a check.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All Jobs

HOW TO ADAPT:

Present exercise to visually impaired students orally or use braille. Sample checks printed in braille or raised letters and numbers could be used also. Provide adequate means for visually impaired to perform calculations.

Date Assigned__________

Date Completed_________

ACTIVITY 26

How to Complete a Check Stub

OBJECTIVES:

1. To increase students' familiarity with the process of filling out a check stub.
2. To enable students to complete a check stub without assistance.

COMPLETION TIME: 20 minutes

EQUIPMENT AND MATERIALS: Pencil, Sample Check Stub

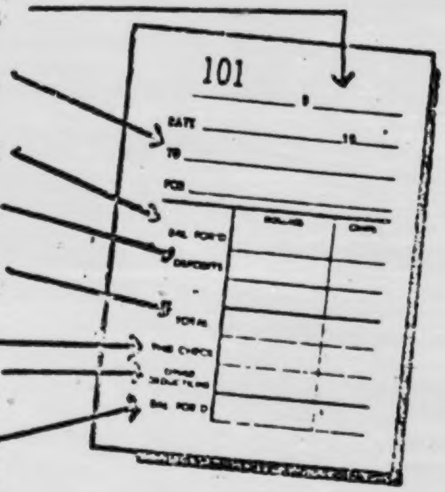
INSTRUCTIONS: Read and complete the following:

Your check stub or register is an important record of your financial transactions, and, if kept up to date, will always give you the current balance of your checking account. Keeping these records accurate is a responsibility you assume when you open your account.

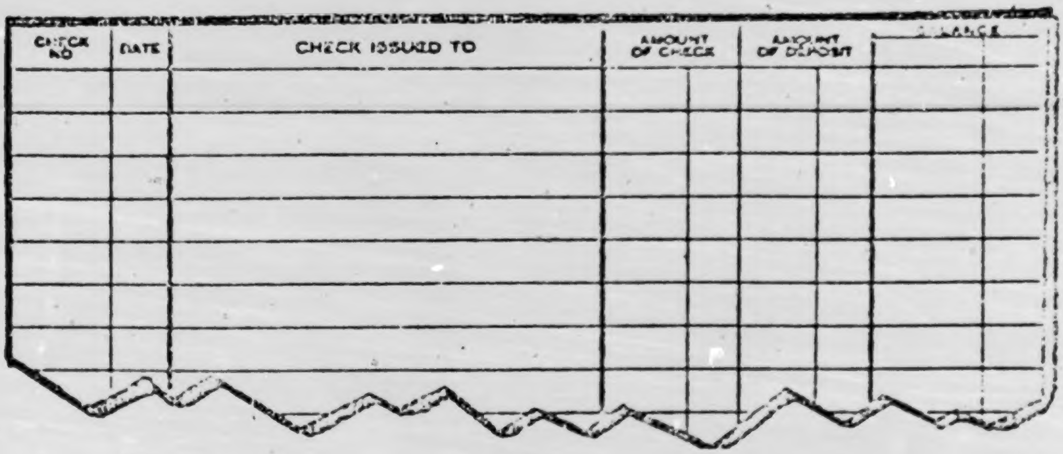
To fill out your check stub properly, follow the instructions below:

1. Enter the amount for which the check is written.
2. Complete the heading, filling in the information asked for.
3. Enter the balance from the previous check stub.
4. If a deposit has been made, enter the amount. If not, enter 0.00.
5. Enter the sum of your previous balance and the amount of the deposit, if one is made.
6. Enter the amount of the check.
7. Enter any other deductions. If there are none, enter 0.00.
8. Subtract the amount of the check and deductions, if any, from the amount in the Total column.

This gives you your current balance which is carried forward to the next check stub.



In filling out a check register, enter your initial deposit or the balance from the previous page on the first line of the balance column. Thereafter, enter the pertinent information for each check, and figure your balance by subtracting the amount of checks and other deductions, or by adding the amount of deposits to the previous balance.



CHECK NO	DATE	CHECK ISSUED TO	AMOUNT OF CHECK	AMOUNT OF DEPOSIT	BALANCE

REVIEW/EVALUATION:

Fill in a check stub using the information on the sample that your teacher will provide.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present exercise to visually impaired students orally or use braille. Sample check stubs printed in braille or raised letters and numbers could be used also. Provide adequate means for visually impaired to perform calculations.

Date Assigned__________

Date Completed__________

ACTIVITY 27

How to Complete a Deposit Ticket

OBJECTIVES:

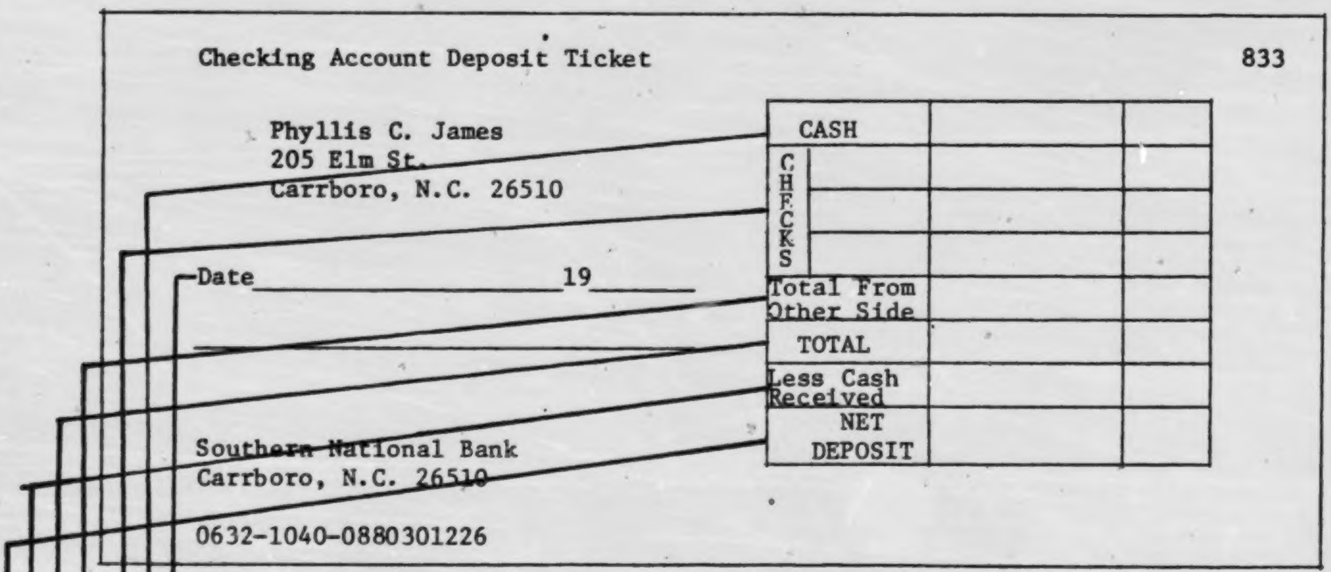
1. To familiarize students with the process of filling out a deposit ticket.
2. To enable students to complete a deposit ticket without assistance.

COMPLETION TIME: 15 minutes

EQUIPMENT AND MATERIALS: Pencil, Sample Deposit Ticket

INSTRUCTIONS: Read and complete the following:

In order to put money in your bank savings account, you must first fill in a Deposit Ticket. Look at the following sample Deposit Ticket.



Checking Account Deposit Ticket 833

Phyllis C. James
205 Elm St.
Carrboro, N.C. 26510

Date____________________19______

____

Southern National Bank
Carrboro, N.C. 26510

0632-1040-0880301226

CASH			
CHECKS			
Total From Other Side			
TOTAL			
Less Cash Received			
NET DEPOSIT			

1. Fill in date.
2. List the total amount of cash deposit if any.
3. List all checks and amounts. There is space on the back side of deposit tickets for additional check listings if needed.
4. If back side is used, add total amount of checks and list here under "Total From Other Side."
5. Add cash, checks, and total from other side and list sum here under "Total."
6. If you wish to keep part of the money you listed on your deposit ticket, list the amount you would like to withold here under, "Less Cash Received."
7. Subtract the amount listed under "Less Cash Received" from the amount listed under "Total" and enter this amount under "Net Deposit." "Net Deposit" represents the exact amount of money you are depositing in your savings account.

REVIEW/EVALUATIO

Fill in a Deposit Ticket using the information that your teacher provides you.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present exercise to visually impaired students orally or use braille. Sample deposit tickets printed in braille or raised letters and numbers could be used also. Provide adequate means for visually impaired to perform calculations.

Date Assigned________

Date Completed________

ACTIVITY 28

Budgeting: Income Outgo

OBJECTIVE: Students will develop a personal budget.

COMPLETION TIME: 2 weeks (Most is done outside of class.)

EQUIPMENT AND MATERIALS: Pencils

INSTRUCTIONS: Using the sheets on the next pages, do the following:

I. INCOME-OUTGO CHECK LIST

A. Record all the income you received last week.

B. Now, record all the money you spent last week, under "Where Does It Go?"

Write in any items that you have purchased which do not appear on this list.

II. GOALS

A. Make a list of all the things you would like to buy in the future.

1. Immediate Goals

2. Future Goals

B. Record them on the Goals sheet.

III. PREPARING YOUR BUDGET

A. Using your checklist of income and expenses, prepare your budget for one week.

IV. TRY OUT YOUR BUDGET

A. Keep an accurate record of all your income and expenses for one week.

B. Record your actual spendings this week under the column marked "actual".

C. Record what you think you spent last week under estimate column.

WHERE DOES IT COME FROM?

______________Allowance

______________Gifts

______________Part-time work

WHERE DOES IT GO?

______________bus fare

______________savings for special purchase in near future

______________long-range savings in bank account

______________school supplies

______________lunch, snacks

______________clothing upkeep

______________movies, plays, concerts

______________other recreation

______________grooming

______________magazines, newspapers, books

______________savings fund for car purchase

______________gifts

______________emergencies

______________club dues

______________contributions

______________ ________________________

______________ ________________________

List all the things you think you need, then list all the things you want. Compare the list and decide how you are going to purchase them.

THINGS I NEED	THINGS I WANT

BUDGET WORKSHEET

DIRECTIONS: First, fill in the first section labeled INCOME. Do this on the basis of your income for one week. Then plan your budget. MAKE SURE THE TOTAL AT THE BOTTOM OF THE PAGE IS NOT MORE THAN YOUR INCOME!

INCOME

allowance $ ____________
gifts $ ____________
part-time work $ ____________

TOTAL $ ____________

FIXED EXPENSES

bus fare $ ____________
lunch $ ____________
school supplies $ ____________

TOTAL $ ____________

FLEXIBLE EXPENSES

snacks $ ____________
clothing $ ____________
recreation $ ____________
grooming $ ____________
magazines, books, etc. $ ____________
savings for yearbook $ ____________
savings for long-range plans $ ____________
emergency fund $ ____________

OTHER

$ ____________
$ ____________
$ ____________
$ ____________
$ ____________

TOTAL $ ____________

BALANCE $ ____________

BUDGET WORKSHEET

Good Budgeting requires planning. Keep this record of your monies for two weeks.

	FIRST WEEK		SECOND WEEK	
	Estimated	Actual	Estimated	Actual
INCOME ALLOWANCE				
earnings				
gifts				
TOTAL				
NEEDS bus fare				
dance tickets				
savings for class trip				
TOTAL				
WANTS snacks				
movie				
savings for car				
new shirt or dress				
TOTAL				

REVIEW/EVALUATION:

1. Were you able to live within your budget?

2. What are your plans for the future as far as managing your money?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present exercise to visually impaired students orally or use braille. Visually and physically impaired may either type, record or dictate their work. During class discussion, write student responses on the board for hearing impaired students.

Date Assigned____________

Date Completed___________

ACTIVITY 29

Credit: Shopping for Credit

OBJECTIVE: Students will be able to determine the cost of credit by comparing service charges and loan rates.

COMPLETION TIME: 1 class period

EQUIPMENT AND MATERIALS: Pencils, Paper

INSTRUCTIONS:

Look through the automobile classified ad section of the newspaper and find an advertisement for a used car that you would like to buy. After you have read the ad, complete the following activities.

Use a separate sheet of paper for figuring your answers.

A. CAR

1. Year of Car ______________________________________
2. Make of Car ______________________________________
   (Chevy, Ford, etc.)
3. Model of Car _____________________________________
   (Mustang, Ventura, etc.)
4. Style of Car _____________________________________
   (2 door, 4 door sedan, station wagon)
5. Price of Car _____________________________________

B. Decide how you are going to purchase this car.

1. You have saved $200.00.
2. You would like to have the balance financed--and you go to three places and complete a credit application for the purchase of the car. Your application has been approved at all three loan agencies. Which one should you use?
   a. First Citizen's Bank--Annual percentage rate 14% per year
   b. Beneficial Finance--Annual percentage rate 18% per year
   c. Your dad's local Credit Union--Annual percentage rate 11% per year.
3. Figure the total cost of the car for all three agencies for a 12 month period and a 24 month period. (Use the next page to carry this out.)

A. First Citizen's Bank (14%)

12 Months:

Price of Car $__________
Down payment $__________
Amount Financed $__________
Finance Charge $__________ (.14 X Amount Financed)
Total $__________ (Finance Charge + Amount financed)

24 Months:

Price of Car $__________
Down payment $__________
Amount Financed $__________
Finance Charge $__________ (.28 X Amount Financed)
Total $__________

B. Beneficial Finance (18%)

12 Months:

Price of Car $__________
Down payment $__________
Amount Financed $__________
Finance Charge $__________
Total $__________

24 Months:

Price of Car $__________
Down payment $__________
Amount Financed $__________
Finance Charge $__________
Total $__________

C. Dad's Credit Union (11%)

12 Months:

Price of Car $__________
Down payment $__________
Amount Financed $__________
Finance Charge $__________
Total $__________

24 Months:

Price of Car $__________
Down payment $__________
Amount Financed $__________
Finance Charge $__________
Total $__________

4. Which loan agency should you use?

____

5. How much would you save by choosing a 12 month plan over a 24 month plan?
   a. First Citizens Bank

      I would save $_______________ by using a 12 month plan.

   b. Beneficial Finance

      I would save $_______________ by using a 12 month plan.

   c. Dad's Credit Union

      I would save $_______________ by using a 12 month plan.

6. How much would you save by paying cash for the auto? _______________
   (See answer #4)

7. How much would your monthly payments be at all three agencies for a 12 month plan and a 24 month plan?
   a. First Citizens Bank

      12 Month plan $____________________ per month

      24 Month Plan $____________________ per month

   b. Beneficial Finance

      12 Month plan $____________________ per month

      24 Month plan $____________________ per month

   c. Dad's Credit Union

      12 Month plan $____________________ per month

      24 Month plan $____________________ per month

REVIEW/EVALUATION:

1. List some advantages and disadvantages of credit.

2. List some things you need to know in order to shop for credit wisely.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present exercises orally to visually impaired students or use braille. Visually and physically impaired may either type, record or dictate their work. During class discussion, write student responses on the board for hearing impaired students.

Date Assigned__________

Date Completed__________

ACTIVITY 30a

Retail Sales Contract

OBJECTIVE: To increase students' understanding of a retail sales contract.

COMPLETION TIME: 20 minutes

EQUIPMENT AND MATERIALS: Paper, Pencil, Sample "Retail Sales Contract"

INSTRUCTIONS: Read the attached Retail Sales Contract and answer the following questions related to it.

1. What is John buying?____________________
2. What is the price of the item John is buying?__________
3. What company provides life insurance for the purchase?______________________________
4. What is the cost of life insurance?______________
5. Who is the seller?____________________
6. What was the amount of total downpayment made?__________
7. How much sales tax was charged for the stereo?__________
8. After adding the sales tax, what is the unpaid balance of the cash price?____________________
9. What amount is being financed?________________
10. What is the amount of finance charge?______________
11. After adding finance charge, how much will John pay for the stereo?____________________
12. What is the annual percentage rate?______________
13. What date of each month will payment be due?__________
14. When will first payment be due?________________
15. How much will John pay Radio Shack each month?__________
16. Should John receive a copy of this contract?__________
17. Can John get a refund of finance charge if he pays this account off in advance?____________________
18. Did John get insurance coverage?________________
19. What is the amount of the final payment?____________
20. Who is the purchaser?____________________

REVIEW/EVALUATION: Discuss the pro's and con's of:

1. Insurance coverage (with respect to installment buying)
2. Large downpayments
3. Installment buying as opposed to cash payment

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present exercise to visually impaired students orally or use braille. Especially for the benefit of EMR and LD students, explain in class the different parts of the Retail Sales Contract before asking students to answer questions about it. Visually and physically impaired may either type, record or dictate their work. During class discussion, write student responses on the board for hearing impaired students.

CREDIT
ACTIVITY #104 CONTINUED

NAME ____________

Seller's Name Radio Shack
Charlotte, North Carolina

Contract No. 267 B

RETAIL INSTALLMENT CONTRACT AND SECURITY AGREEMENT

The undersigned (herein called Purchaser, whether one or more) purchases from Radio Shack (seller) and grants to Above named seller a security interest in, subject to the terms and conditions hereof, the following described property.

QUANTITY	DESCRIPTION	AMOUNT	
	Stereo Phono	240	00
Description of Trade-in None			
	Sales Tax	10	00
	Total	250	00

INSURANCE AGREEMENT

The purchase of insurance coverage is voluntary and not required for credit. Pilot Life Insurance coverage is available at a cost of $ 20.00 for the term of credit.

I desire insurance coverage

Signed ____________ Date ________

I do not desire insurance coverage

Signed John Crazyhead Date 12-3-75

PURCHASER'S NAME John Crazyhea
ADDRESS 1236 Stormy Lane
CITY Charlotte STATE N.C.

1.	Cash Price		$ 250.00
2.	Less: Cash Down Payment	$ ______	
3.	Trade-In	$ ______	
4.	Total downpayment		$ None
5.	Unpaid Balance of cash price		$ 250.00
6.	Other Charges: None		$ —
	____________		$ —
7.	Amount Financed		$ 250.00
8.	FINANCE CHARGE		$ 67.22
9.	Total of Payments		$ 317.22
10.	Deferred payment Price		$ 317.22
11.	ANNUAL PERCENTAGE RATE		24 %

Purchaser hereby agrees to pay Radio Shack at their offices shown above the "TOTAL OF PAYMENTS" shown above in 24 month installments of $ 13.22 (final payment to be $ 13.16) the first installment being payable Jan. 15, 19 and all subsequent installments on the same day of each consecutive month until paid in full.

SIGNED John Crazyhead

Notice to Buyer: You are entitled to a copy of the contract you sign. You have th right to pay in advance the unpaid balance of this contract and obtain a partial refund of the finance charge based on the "Actuarial Method."

Date Assigned________

Date Completed________

ACTIVITY 30b

Retail Installment Contract

OBJECTIVES: To increase students understanding of a retail installment contract.

COMPLETION TIME: 20 minutes

EQUIPMENT AND MATERIALS: Paper, Pencil, Sample "Retail Installment Contract and Security Agreement"

INSTRUCTIONS: Now that you understand the terms of a Retail Installment Contract, use the following information to complete the attached contract.

John Crazyhead purchased a color TV from Home Appliances, Charlotte, N.C. The following transactions were made:

CASH PRICE	$500.00
SALES TAX	20.00
DOWNPAYMENT	100.00
INSURANCE (Pilot Life Coverage)	20.00
FINANCE CHARGE	105.60
ANNUAL PERCENTAGE (12%)	

John will make 24 monthly payments of $22.73 and the final payment is $22.81. Payment will be due 30 days from today.

REVIEW/EVALUATION:

List orally in class and evaluate the different methods of purchasing items.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present exercises orally to visually impaired students or use braille. Visually and physically impaired may either type, record or dictate their work. During class discussion, write student responses on the board for hearing impaired students.

NAME ____________________

Seller's Name ____________________ Contract No. ______

____

RETAIL INSTALLMENT CONTRACT AND SECURITY AGREEMENT

The undersigned (herein called Purchaser, whether one or more) purchases from ____________________(seller) and grants to ____________________ a security interest in, subject to the terms and conditions hereof, the following described property.

QUANTITY	DESCRIPTION	AMOUNT

Description of Trade-in

____

____

____

Sales Tax ______

Total ______

INSURANCE AGREEMENT

The purchase of insurance coverage is voluntary and not required for credit. ____________________ Insurance coverage is available at a cost of $____________ for the term of credit.

I desire insurance coverage

Signed ________________ Date __________

I do not desire insurance coverage

Signed ________________ Date __________

PURCHASER'S NAME ____________________
ADDRESS ____________________
CITY ________________ STATE ________

1. Cash Price $______
2. Less: Cash Down Payment $______
3. Trade-In $______
4. Total downpayment $______
5. Unpaid Balance of cash price $______
6. Other Charges:
   ____________ $______
   ____________ $______
7. Amount Financed $______
8. FINANCE CHARGE $______
9. Total of Payments $______
10. Deferred payment Price $______
11. ANNUAL PERCENTAGE RATE ______%

Purchaser hereby agrees to pay ____________________ at their offices shown above the "TOTAL OF PAYMENTS" shown above in ______ monthl installments of $__________ (final payment to be $__________) the first installment being payable __________ and all subsequent installments on t same day of each consecutive month until paid in full.

SIGNED ____________________

Notice to Buyer: You are entitled to a copy of the contract you sign. You have th right to pay in advance the unpaid balance of this contract and obtain a partial refund of the finance charge based on the "Actuarial Method."

823

Teacher's Copy

NAME ____________________

Seller's Name Home Appliance
Charlotte, N.C

Contract No. 22

RETAIL INSTALLMENT CONTRACT AND SECURITY AGREEMENT

The undersigned (herein called Purchaser, whether one or more) purchases from ________________(seller) and grants to ____________________ a security interest in, subject to the terms and conditions hereof, the following described property.

QUANTITY	DESCRIPTION	AMOUNT	
1	Color T.V.	500	00
Description of Trade-in			
	Sales Tax	20	00
	Total	520	00

INSURANCE AGREEMENT

The purchase of insurance coverage is voluntary and not required for credit. Pilot Life Insurance coverage is available at a cost of $ 20.00 for the term of credit.

I desire insurance coverage

Signed John Crazyhead Date ________

I do not desire insurance coverage

Signed ______________ Date ________

PURCHASER'S NAME John Crazyhead
ADDRESS 1236 Stormy Lane
CITY Charlotte STATE N.C.

1.	Cash Price		$ 520.00
2.	Less: Cash Down Payment	$ 100.00	
3.	Trade-In	$ —	
4.	Total downpayment		$ 100.00
5.	Unpaid Balance of cash price		$ 420.00
6.	Other Charges: Insurance		$ 20.00
			$
7.	Amount Financed		$ 440.00
8.	FINANCE CHARGE		$ 105.60
9.	Total of Payments		$ 545.60
10.	Deferred payment Price		$ —
11.	ANNUAL PERCENTAGE RATE		12%

Purchaser hereby agrees to pay Home Appliance at their offices shown above the "TOTAL OF PAYMENTS" shown above in 24 monthly installments of $ 22.73 (final payment to be $ 22.81) the first installment being payable ________ and all subsequent installments on the same day of each consecutive month until paid in full.

SIGNED John Crazyhead

Notice to Buyer: You are entitled to a copy of the contract you sign. You have the right to pay in advance the unpaid balance of this contract and obtain a partial refund of the finance charge based on the "Actuarial Method."

Date Assigned________

Date Completed________

ACTIVITY 31

Consumerism: Advertising Techniques

OBJECTIVE: The student will be able to list and describe 13 different advertising techniques.

COMPLETION TIME: 1 class period

EQUIPMENT AND MATERIALS: Pencils, Magazines, Construction Paper, Paste, Markers

INSTRUCTIONS: Read and follow these directions:

I. How are advertisements designed to appeal to the customer?

A. PRODUCT DIFFERENTIATION:

When an advertisement attempts to make their product different from other products, this is called PRODUCT DIFFERENTIATION.

Example: JOY Dishwashing liquid adds lemon. COLGATE toothpaste adds MFP.

DO: Write the names of two shampoos. Tell how they are different.

	SHAMPOO	DIFFERENCES
1.	______________________	______________________
2.	______________________	______________________

B. TRANSFER:

When an advertisement uses something warm, lovable, and cute to draw your attention, this is called TRANSFER.

EXAMPLES: Children, kittens, and puppies.

DO: List two products that use children, puppies, or kittens.

1. ______________________ 2. ______________________

C. SEX APPEAL:

This type of ad is usually self-explanatory. It gets your attention.

DO: List three products that use sex appeal to get your attention.

1. ________________ 2. ________________ 3. ________________

D. NAME CALLING:

An advertisement that uses the name of its competition, or makes the implication so strong that the comparison is obvious.

ANSWER: Why would advertisers use name calling to advertise their product? ______________________________

____

DO: Name one product which uses this technique.

____

What are the four advertising techniques you have learned so far? Try to remember them without looking back.

1.__________ 2. __________ 3. __________ 4. __________

E. SLANTED WORDS AND PHRASES:

This is an ad that uses statistics or other authoritative statements that have no scientific basis.

EXAMPLES: "9 out of 10 doctors prefer..." "95% of my group..."

ANSWER: Do you usually believe these statements? _____YES _____NO

DO: Name one advertisement which uses this technique.

____

F. TESTIMONIAL:

This type of ad has a famous person endorsing a product.

EXAMPLE: Joe Namath - Dingo Boots or Shaving Cream. Danny Thomas for Maxwell House Coffee.

ANSWER: Why do advertisers use this technique? Do you think it works? ________________________________

____

ANSWER: Do you think Joe Namath knows any more about shaving cream than any other man who shaves?________________________

____

G. INDIVIDUAL FEAR:

An ad that attempts to "scare" you into buying their product uses fear.

EXAMPLE: "If you don't want scales of dandruff all over your shoulders, use..."

ANSWER: Have you or has anyone you know ever bought a product because of a "fear" ad? ______________________________

____

If so, what? ____

H. SNOB APPEAL:

This infers that only the best people or brightest people use the product.

EXAMPLE: "For people who know great Scotch".

ANSWER: Who do you think "snob appeal" ads usually appeal to?

____

J. GLITTERING GENERALITIES:

This is an ad that uses words that don't really make a lot of sense but they sound nice or seem to add zest to whatever is being promoted.

EXAMPLE: "The liberated pineapple", "Ravioli Smile".

ANSWER: Why don't these ads make any real sense? ________________

____

K. BANDWAGON:

An ad that implies that everyone is using a particular product uses the bandwagon approach.

EXAMPLE: "America's Favorite", "All the kids are wearing..."

ANSWER: Why does the bandwagon approach work? __________________

____

ANSWER: Which of the advertising techniques discussed so far works the best? (Your opinion). ______________________________

____

L. INSTITUTIONAL ADVERTISING:

This is an ad that attempts to build a good image of the company by advertising what they are trying to do to help society.

EXAMPLE: General Electric has a special booklet on drug abuse, V.D., safe driving, etc.

M. JUST PLAIN FOLKS:

An advertisement that tries to show "everyday people" using various products.

EXAMPLES: A family sitting down to a Thanksgiving Dinner with a "Butterball" turkey in the place of honor.

II. List the 13 Types of Advertising Techniques.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________
13. ______________________________
14. ______________________________

REVIEW/EVALUATION:

Try to find examples in magazines of six of the different advertising techniques. Mount them on a piece of paper and label them. Be prepared to tell which techniques you think are most effective, and why?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

HOW TO ADAPT:

Present exercises orally to visually impaired students or use braille. Visually and physically impaired may either type, record or dictate their work. During class discussion, write student responses on the board for hearing impaired students.

D. SPECIFIC SKILLS

Date Assigned________

Date Completed_______

ACTIVITY 32

In Search of a Job

OBJECTIVE: Students will become familiar with and develop skills in all phases of the job-hunting process through participation in a role play/simulation experience.

COMPLETION TIME: One week

EQUIPMENT AND MATERIALS: Pencils, Construction Paper, Paste, Scissors, Colored Pencils, Name Tags (Handouts and other materials are provided)

STUDENT INTRODUCTION:

During the coming week you and your classmates will be playing a simulation game entitled, "In Search of a Job." This game is about the kinds of decisions that are made within family units concerning who will work, why and at what kind of job. The game is also about the kinds of decisions that are made in companies, about to whom jobs will be offered and why. The general idea is to be the family unit that most nearly achieves the income level which it needs to exist. This level, as well as each family situation is included in the description of the families. The family that best meets its needs is declared the overall winner of the game.

The exercise will take approximately a week and will introduce you to a number of the realistic situations which you may encounter in life as you search for a job. You are encouraged to play your role enthusiastically; your family unit will make the decision about who plays what role. All the materials that you need to play the game will be passed out to you by your teacher who also will provide you with a set of daily directions which you are to follow. On the last day of the competition, the teacher will lead the class in a discussion that will help you think about what kinds of roles you played, why you chose to seek certain jobs and why certain jobs were offered to you as opposed to someone else in your class.

Make an attempt to involve yourself as completely as possible in the role and you will get more out of the game. Should you have any questions at any time, please ask your teacher.

Orientation To Work

Work can generally be defined as:

> conscious effort, inclusive of activities aimed at producing benefits for oneself and/or oneself and others. Further, it is the complementary and companion effort to leisure which is additional activities which produce benefits for oneself and/or oneself and others, but are not necessarily structured such that a measurable (and especially economic) output is produced.

Work is a basic activity of human life yet, as a topic specifically addressed in the public schools, it is often neglected. Work is so endemic to the human condition that even college courses and texts in industrial psychology somewhat avoid the issue by describing its characteristics or discussing productivity rather than tackling the subject head-on. Perhaps there is wisdom in such a decision since work and work values are different for each individual. Yet, through examining people at work, personal and family work values/characteristics and asking each student to define work for himself/herself, the concept can be addressed. Take a few minutes to decide what work means to you. Write your definition in the following space.

JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All Jobs

HOW TO ADAPT:

Record the game on cassettes for the visually impaired. The visually impaired and physically impaired may either dictate or type application forms and interview notes, should they play the role of interviewer. Be sure that all students understand the concept of role-playing before beginning and define any unfamiliar words in their materials. Resist any temptation to assign roles on the basis of impairment, sex, or any other variable. Allow them to work this out independently within their groups. See that groups include all members in the group effort and decision-making. Encourage impaired students to take an active role since job-getting skills are especially important for them. Be supportive of impaired students' efforts while at the same time encouraging them to take a critical look at their job-getting skills as a way to improve themselves. Want-ads may be read or recorded for the visually impaired. Encourage speech impaired to participate verbally using other means of communication only as needed. Write student responses on the board during class discussions for hearing impaired students. Check to see that the area is free of barriers to physical mobility for visually and physically impaired.

IN SEARCH OF A JOB

PROFILE

This set of materials is a simulation game that requires approximately five 50-minute class periods and involves students in job-hunting activities concerning family decisions, job decisions and society at large.

The materials are designed to satisfy several considerations. First, the target population for whom these materials were developed are students between the ages of 16 and 20. These students should have few difficulties with the vocabulary and sentence structure since the readability of these materials is comparable to that of public newspapers. In addition, the examples and illustrations are, for the most part, geared toward situations within the interest realm of this target population. The situations are those associated with seeking and securing a job.

Second, the complexity of the content is minimized by dividing the materials into day-long segments with clear teacher instructions. Further, because this is a group activity that emphasizes group decisions, support for the individual is enhanced.

Third, these materials expose students to information concerning the current status of men and women looking for work and thus help provide facts on which to base opinions, self-appraisal, occupational and life choices, values, expectations, and so forth. The materials also provide an opportunity for students to actively seek solutions to problems and to draw conclusions from realistic situations. Furthermore, students will learn job hunting techniques and experience.

Finally, these materials have been designed so that the teacher's role is that of guide and discussion agent. The teacher should introduce each unit, assist the students with questions they may have and initiate questions/debriefing. The value of the learning experience is greatly increased through these teacher roles. The teacher is encouraged to orchestrate class discussions, either at those times where the materials suggest such activity or at those times when the students have an interest in delving further into an issue. Furthermore, the teacher has been provided with questions and discussion activities and should introduce these as needed.

ROLE OF INSTRUCTOR

The role of the instructor in using this package of materials is one of active participation. The instructor must introduce the activities and orchestrate the proceedings. The instructor may wish to move from group to group and assist the groups in seeking information and/or in leading small group or class discussions. Active participation of each learner is critical for maximum benefit.

The instructor should also expect to clarify directions, assist in the logistics of information retrieval, direct the debriefing and administer evaluation. The instructor might also choose to introduce new topics as needed. The included sets of charts and instructions are designed to assist the instructor in reaching decisions about the use of various activities. Additionally, there is a series of discussion/debriefing questions which the instructor will want to use in order to gain maximum benefit from the use of the materials.

GENERAL ORIENTATION TO TOPICS

Work

Work can generally be defined as:

> Conscious effort, inclusive of activities aimed at producing benefits for oneself and/or oneself and others. Further, it is the complementary and companion effort of leisure which are additional activities producing benefits for oneself and/or oneself and others, but are not necessarily structured such that a measurable (and especially economic) output is produced.

Work is a basic activity of human life, yet as a topic specifically addressed in the public schools, it is often neglected. Work is so endemic to the human condition that even college courses and texts in industrial psychology somewhat avoid the issue by describing its characteristics of discussing productivity rather than tackling the subject head-on. Perhaps there is wisdom in such a decision since work and work values are different for each individual. Yet, through examining people at work, personal and family work values/characteristics and asking each student to define work for himself/herself, the concept can be addressed.

Looking for a Job

One of the life skills that is sometimes neglected is school is job hunting techniques such as (a) systematically considering available jobs, (b) analyzing one's values, (c) reading want ads, and (d) dealing with job applications. This unit addresses, among other things, those elements of job hunting that relate to the issues of stereotyping and discrimination in the work world.

ORGANIZATION OF MATERIALS

The student materials consist of several days of exercises which the teacher must orchestrate. Students are divided into family and employer units and are assigned specific roles. The directions for each day as well as all the materials that are needed and teaching suggestions for concluding the activity are included in this unit. As you, the instructor, read the following several pages you will encounter teaching suggestions concerning your role as well as a description of the enclosed material and the suggested way for combining these materials into courses of action.

The authors recommend that the teacher utilize the sequencing of material included in the package. Remember, it is a group activity and peer pressures as well as the realities of the family situation and pressure cards are important. The debriefing or culminating discussion is also critical.

The included sets of charts and instructions are intended to assist the instructor in reaching decisions about the use of various activities. These mateirals include a series of debriefing/discussion questions which the instructor may find helpful.

NOTE: Student materials are presented in elite type, and teacher materials in gothic type.

INSTRUCTIONAL MATERIALS

Space Allocation

The simulation activity can be accommodated comfortably in a single classroom if the room is arranged to facilitate traffic flow and conversation. It is suggested that some variation of simply dividing the room into one half for family units and one half for employer units be used. The important consideration to bear in mind is that there must be enough space in the employer area to accommodate a shuffle of people, "private" employer conversations and the interview process. One alternative is to use more than one room and/or the hallway as part of the needed space. In some instances, two large classes have been combined successfully for space, numbers of participants and efficiency considerations. A second alternative is to set aside specific areas for interviews and use a more elaborate appointment schedule than the one suggested. It is noted that even a small area is sufficient as long as (a) there is ample space for students to move from family to employer groups and (b) there is space for group conversation.

Materials Allocation

One copy of all simulation materials needed to conduct the activity is included in this package. The following chart lists these materials as well as indicates to whom each material is to be distributed, during which session (using the fewest number of sessions) and the total number of copies needed. All student materials, such as want ads, application blanks, family/employer descriptions and so forth, follow the teacher materials in this package. The page numbers for these different materials are listed in the "materials distribution" section of each day's instructions.

LIST OF MATERIALS			
Session	Materials	Distributed to Whom	Number of Copies Needed
1	Student Introduction	Each student	Equal to students in class
1	Description of Tyler	Each student	Equal to students in class
1	Family Description	One (1) copy per family unit	Two (2) copies per family
1	Employer Description	One (1) copy per employer unit	Two (2) copies per employer
2	Want Ads/Index	Each student	Equal to students in class
2	Job Descriptions	One per interviewer	Equal to students in class or employer units (teacher option)
2-3	Job Application	Twelve per employer	Fifteen (15) copies per employer unit
3	Interview Guides	One per employer	Two (2) copies per employer
5	Pressure Cards	One card per family and employer unit	One (1) copy per employer unit

In addition to the above mentioned materials, there are some supply needs such as pens or pencils, scissors and so forth. Mention of these supply needs are included in the lesson plans for the sessions in which they are needed.

LESSON PLANS

The following several pages present a breakdown of the directions and materials for each of the simulation activity sessions.

Session One

Goals of First Session

1. Introduce students to the simulation and clarify expectations they may have about their activities during the coming days; and
2. Acquaint students with necessary materials and with the other students in their simulation group.

Time Involvement

(Minimum 1 session; Recommended 2 sessions)

Session One can be completed in one class session if the activities are limited to establishing the working groups and distributing introductory materials. However, the author recommends an optimum time allotment of two (2) class sessions for Session One in order to provide group members ample opportunity to interact, develop a group identity and become acquainted with the rules, purposes and expectations of the simulation.

Division of Class Into Groups

The teacher must decide on the number of family and employer groups, the total number of which is based on the number of students in class. The following chart entitled, "Numbers of Students to be Involved," suggests the minimum to maximum numbers of people within each group and those units considered by the authors to be most critical for use. The last column suggests the size class in which these particular groupings seem particularly appropriate. There should be an approximately equal number of family groups and employer groups. The number of family members per group will vary from four to five members while the numbers in the employer groups will vary from two to five employers per firm. The teacher may allocate students at random or to meet some objective the teacher might have in mind. For example, as the chart indicates, if there are 30 students in class, the teacher might want to set up four families totaling 12 to 20 students and four to five employer groups using the remainder of the class.

Numbers of Students to be Involved

Social Unit	Number of Members	Critical Rank	Class Size
1. Jackson Family	4	1	12 - 20 +
2. Yarborough Family	4	1	12 - 20 +
3. Spencer Family	4	1	12 - 20 +
4. Morgan Family	4	2	18 - 26 +
5. Duncan Family	4	2	18 - 26 +
6. Graves Family	5	3	24 - 40
7. Mance Family	5	3	24 - 40
8. County Government	2-4	1	12 - 20 +

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(table continued)

9.	Tyler Health Service	2-4	1	12 - 20 +
10.	Millwrights/Rubuck	2-4	1	12 - 20 +
11.	Tyler National Bank	3-5	2	18 - 26 +
12.	Professional Employment Agency	3-5	2	18 - 26 +

Distribution of Materials

Once students have been divided into their family and employer groups, the introductory materials can be allocated. The materials that should be distributed to students at this time include: (a) Student Introduction (p. 28), (b) Description of Tyler (pp. 29-30), (c) Family Descriptions (pp. 31-37), and (d) Employer Descriptions (pp. 38-42). A listing of all materials used in the simulation as well as the number of materials needed, to whom each is distributed and when each is to be distributed is included in the materials chart on page 8. The teacher must provide ample time during this session for students to become familiar with their roles, the rules and requirements of the game, and the town of Tyler. The chart labeled "Descriptions of Family and Employer Units: Teacher Materials," included at the end of the directions for Section One, contains a summary of family and employer information for the instructor.

Supplies

During this session, each of the family and employer groups will need, in addition to the simulation materials, (a) pencils/pens/magic markers, (b) paper, (c) scissors, (d) tape or glue, (e) construction paper/contact paper, (f) name tags or pins and paper to make name tags. These supplies are needed to design and construct family mailboxes or front doors and company logos.

Activities and Teaching Suggestions

1. After organizing the family and employer groups and after distributing the descriptive materials mentioned above to each group, have students choose specific roles within their respective groups (e.g., each named family member in families; applications director and interviewers in employers).

After choosing the roles, each student will make a name tag, using the role-name, for use during the duration of the simulation activity.

2. Assign to each family group the tasks of (a) designing and constructing either a family mailbox or a front door that in some way depicts the way the family views itself, and (b) adding additional information to the description of each family.

3. Assign to each employer group the tasks of (a) designing a logo or company emblem that in some way depicts the way the company views itself, and (b) adding to the corporate description for each of the companies.

4. Acquaint each family and employer group with their specific requirements for achieving "success" in the simulation. For families, the "success ratio" is based upon the required family income level for the year. The "success ratio" for employers is based upon the percentage of jobs that must be filled within the specified budget. Specific directions for determining the success ratios are included with the directions on Session Five.

5. Have students read the Student Introduction to the simulation activity as well as the brochure on Tyler. Afterward, discuss both items including purposes of the activity and so forth.

Summary

Session One should include the division of the class into family and employer groups, the distribution and discussion of all introductory materials, the assumption of specific roles within each group and an explanation of the rules and expectations associated with participation in the activity.

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DESCRIPTIONS OF FAMILY AND EMPL[illegible]R UNITS: TEACHER MATERIALS

FAMILIES

Composition	Education	Income	Work Experience	Interests	Income Situation
Jackson					
Marcus (age 30) const. work	H.S. graduate	$8,320 yr.	Construction-11 yrs.	Marcus' hobby is small engine repair.	Marcus is recuperating from a back operation and there are doctor bills to pay.
Carol (age 28) millworker	H.S. graduate	$5,500 yr.	Millwork-10 yrs.	Carol likes to garden.	Carol had quit her second shift job to better care for Marcus.
Jeanne (age 51) retired widow Carol's mother	H.S. graduate	$3,000 yr. (social sec. & pension)	Millwork-30 yrs. (retired)	Jeanne sews well.	Jeanne retired last year and moved in with Marcus and Carol.
Bob (age 22) Unemployed Marcus' brother	H.S. graduate	None	Veteran on GI Bill. Machinist in Army	Bob is a fine athlete.	Bob has just returned from the service and hopes to enroll in Tyler Tech.
				Marcus has a severe back problem requiring medical attention.	INCOME NEEDED: $18,000
Spencer					
John (age 39) store manager	B.A. business	$18,000 yr.	Department store manager-15 yrs. total	John is quite unhappy in his job, has been offered a transfer but does not want to leave Tyler.	John has a choice of accepting the transfer or being fired. Family signed a contract to build a new house.
Nora (age 41) teacher	B.A. education	$12,000 yr. (2 yrs.ago) $5,000 last yr.	6th grade teacher-12 yrs. subst. - 1 yr.	Belong to Country Club. They are building a new home and have a new baby. Nora collects salt shakers.	Nora quit work year before last to have a baby rather than take maternity leave ... now works as substitute.
Deborah (age 17) student	H.S. jr.	None	Typing for teachers in H.S.	Enjoy waterskiing and tennis.	
Thomas (age 16) student	H.S. soph.	None	Summer stock work in store	Thomas does some motorcycle mechanical work.	INCOME NEEDED: $25,000
Yarborough					
Jesse (age 27) farmer	B.A. agriculture	Combined incomes of about $12,000 yr. (normal yr) $6,000 last yr.	All members of family work the family farm. Jesse has worked as a truck driver.	Jesse & Linda have two children, ages 4 & 6. Fred and Gwen enjoy the the children very much. Fred is particularly talented as a furniture maker. Linda enjoys the piano and singing. Jesse raises exotic game birds. Would like to stay on farm.	A two-yr. drought has drained their savings and prohibited an income. A mortgage is owed on the last acquisition of 100 acres. A large foreign-owned truck farm of 10,000 acres has swamped the market for their goods. Need new efficient equipment to compete. INCOME NEEDED: $15,000
Linda (age 24) housemaker	H.S. graduate				
Fred (age 49) Jesse's father	8th grade				
Gwen (age 47) Jesse's mother	H.S. graduate				

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Composition	Education	Income	Work Experience	Interests	Income Situation
Morgan					
Ralph (age 35) electrical contractor	Trade school	$16,000 yr. ($8,000 yr. this yr.)	Electrical contractor-12 yrs.	Ralph has just become self-employed.	Ralph's new business means no guaranteed income and in fact a cut in family income by about $8,000 yr.
Sally (age 35) expert seamtress	B.S.-Home Economics	$5,500 yr.	Seamstress-10 yrs.	Sally works at home and is often booked months in advance.	Need money for equipment.
Rebecca (age 18) student	H.S. sr.	None	None	Rebecca loves plants and has a small greenhouse.	House payments from new addition and garage for business.
Gail (age 17) student	H.S. jr.	None	None	Gail sews beautifully and is an excellent mechanic.	INCOME NEEDED: $20,000
Duncan					
Betsy (age 52) widow; part-time bookkeeper	H.S. graduate	$3,500 yr.	Part-time bookkeeper for sporting goods store (5 yrs.)	Betsy's husband just died. Family enjoys camping together.	Betsy's mother is dependent on the family for an income.
Emily (age 25) divorced; medical secretary	Secretarial school	$7,500 yr.	Clinical Secretary-3 yrs.		Emily's firm is relocating out of state and she would like to remain in Tyler.
JoAnn (age 23) student	College sr.	None	None	JoAnn is engaged to a dental hygienist.	Husband life insurance only paid the mortgage.
Cathy (age 19) student	College freshman	None	None	Cathy is a National Merit Scholarship winner & receives $3,500 yr. of her $5,000 education expenses.	INCOME NEEDED: $15,000
Mance					
John (age 62) retired	2 yrs. of college	$8,000 yr. (pension)	Minister-34 yrs.	John is interested in state politics.	John has filed to run for political offic
Cynthia (58) homemaker	B.A. Mathematics	None	Housewife	Cynthia enjoys needlework.	Son-in-law has been layed-off so couple is returning to Crystal's parents to live and find jobs.
Crystal (age 26)	B.A. Sociology	None	Part-time clerk	Gary enjoys photography & does free-lance work.	John's mother is dependent upon the family for support at the nursing home.
Gary (age 18) student	H.S. sr.	None	Summer newspaper job	Crystal & Paul love sports, esp. tennis.	
Paul Curry (age 26) Crystal's husband	M.S. Eng.	$150 month (unemployed)	NASA engineer-3 yrs. layed-off	John's mother (88 yrs.) has just been placed in a nursing home.	INCOME NEEDED: $18,000
Graves					
Joseph (age 52) writer	B.A.-Eng.	Sporadic	Writing-27 yrs. publd. 4 novels	Own a beach house & are members of the Jr. League	Robin has just won a malpractice suit but her malpractice insurance has risen so much that she would like to discontinu her practice and find another job.
Robin (age 50) med. doctor	M. D. Gen. Practitioner	$40,000/yr.	Practicing Med. 21 yrs.	Robin loves to cook.	
Mary (age 21) student	College Jr.	None	None	Mary is engaged & does part-time social work.	(Expected income of practice $15,000.)
David (ag[illegible] 18)	H.S. sr.	None	None	Joe & David play in a lo[illegible] band.	
Joe (age [illegible])	H.S. soph.	None	None	D[illegible] enrolled in eng.	INCOME NEEDED: $40,000

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EMPLOYERS

Company	Composition	Employer Simulation Roles	General Information	Goals/Constraints
Tyler County Government	1800 are employed by the county gov't. Provides full range of services and all types of jobs	Applications official Interviewer (up to 2 other interviewers)	Employment is considered permanent. Excellent package. Rarely requires relocation.	Number of Jobs to Fill: 10 Budget: $72,000
Tyler Health Service	1500 employees in full range of jobs	Applications official Interviewer (up to 2 other interviewers)	Several of the clinics are well-known. A job here is a good stepping-stone to other jobs. Relocation is rarely required.	Number of Jobs to Fill: 10 Budget: $86,000
Millwrights/ Rubucks	Millwrights employs 230 per shift for three shifts Rubucks employs 600	Applications official Interviewer (up to 2 other interviewers)	Millwrights has all employees on shift work. Both firms have excellent insurance plans but only adequate pension plans. Both are reputable firms. Rubuck's moves employees.	Number of Jobs to Fill: 15 Budget: $118,000
Tyler National Bank	1000 employed in corporate headquarters. Full range of jobs.	Applications official Interviewer Interviewer (one additional interviewer) (one additional applications officer)	Most prestigious employer in town. Training for jobs done in Tyler, with later relocation very probable.	Number of Jobs to Fill: 10 Budget: $86,000
Professional Employment Agency (TPEA)	Staff of 10 persons but lists a wide variety of jobs	Applications official Interviewer Interviewer (one additional interviewer) (one additional applications officer)	There is a fee for a TPEA job of 10 - 15 % of the first year's salary.	Number of Jobs to Fill: 15 Budget: $124,000

Session Two

Goals of Second Session

1. Introduce students to one process through which to seek out work;
2. Provide opportunity and structure for students to be involved in group decision-making; and
3. Provide experience in applying for a job.

Time Involvement

(Minimum 1 session; Recommended 1 session)

Session Two can be completed in either one or two class sessions. The author recommends an optimum time allotment of one (1) session for Session Two, particularly if it is closely linked with Session Three. One of the important skills learned in this simulation is the group decision-making and ample time must be provided to gain experience in this area.

Distribution of Materials

The materials that must be distributed during the Second Session are: (a) the want ads to each student; (b) copies of job descriptions to each student or to employer groups only, at the teacher's discretion; and (c) the application blanks to employers.

The want ads represent copies of several pages of want ads taken from the local paper in Tyler, The Tyler Times. The ads include job openings from the major employers in the town, specifically the five employers that are included in the game.

The job descriptions are brief explanations of the responsibilities and requirements associated with performing each of the jobs advertised in the want ads. The descriptions are critical for the employers who must interview job candidates; additionally, the descriptions are beneficial to family members since they serve a career exploration function.

Activities and Teaching Suggestions

1. The instructor may choose to tape the four pages of want ads into one larger page that more closely approximates the size of a newspaper page, before distributing the ads to students.

2. After distributing want ads and job descriptions to each student, the families are directed to think about and decide upon the kinds of jobs for which each member will apply.

3. After distributing the job descriptions and application blanks to the employer groups, each employer must think about and decide upon the specific qualifications they will look for relative to each job opening; additionally, employers must decide on the order in which they will fill job openings.

4. Students should be introduced to the notion of scheduling appointment times for job interviews with employers. The employers should prepare interview sign-up sheets for each job that permits 5 to 10 minutes per applicant interview. Family members must contact each individual employer to secure an interview time and an application blank for each job. This activity can begin toward the conclusion of the Second Session.

Summary

Session Two should include the distribution of want ads and job descriptions as well as begin the application process. Additionally, the Second Session continues group decision-making exercises.

Session Three

Goals of Third Session

1. Introduce and provide practical experience in the job application process including interviewing for a position, filling out and filing a job application and choosing between multiple jobs; and
2. Improve practical interaction skills by providing a structured situation in which specific topics are addressed.

Time Involvement

(Minimum 2 sessions; Recommended 3-4 sessions)

Session Three requires ample time for each family member to file several applications and participate in several job interviews. Likewise, it requires time for employers to prepare for and conduct the interviews. Further, time is required for family and employer units to decide on applications and for applicants to decide on jobs and/or additional applications.

Distribution of Materials

The materials that must be distributed during the Third Session are: (a) the Interview Guides to each employer, and (b) additional copies of job applications to the appropriate employer.

The Interview Guide is a suggested format which must be adapted by each employer group before conducting the interviews.

Supplies

This session requires that students have pens or pencils and paper in order to complete the job application forms and in order to take notes on potential employers.

Activities and Teaching Suggestions

1. After distributing the Interview Guides to the employer groups, each employer must design an interview guide to use when interviewing prospective employees for the available job. Employer groups should devise a series of questions, some of which are general questions about work and some of which are specific questions about each particular job. This activity will require one class session.

2. It is advisable to spend some introductory time during this session dealing with the processes of filling out job application blanks and conducting an interview. You may choose to conduct several "mock" or practice interviews for the entire class. Likewise, you might want to have the class practice filling out job applications by constructing and completing one on the blackboard. You also will need to provide some assistance to the employer groups concerning how to generate the interview questions.

3. While the employer groups are constructing the interview guides, the family members should be signing up for interviews and picking up and filling out application blanks.

4. The interview process should begin whenever the guides are completed. The instructor may wish to assist during this session by monitoring or imposing time regulations on the interview schedule. The instructor may wish also to provide assistance to family units in filling out job applications and/or selecting jobs for which to apply.

5. At the conclusion of Session Three and the beginning of Session Four, employer groups must decide on which jobs they would like to fill with which individuals. At the same time family groups must decide on their estimation about who has the best chance at what jobs and which offers they will accept.

Summary

Session Three should include the job application and evaluation process including interviewing, filing applications and deciding on whom to offer what position.

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Session Four

Goals of Fourth Session

1. Encourage group decision-making by providing a forced-choice situation that becomes restructured by necessity during the activity as new situations are introduced; and
2. Begin an evaluation of the performance of groups and individual participants.

Time Involvement

(Minimum 1 session; Recommended 2-3 sessions)

Session Four requires time for group decision-making on several levels. Families must decide on who will accept which job. Subsequently, employers will have to make additional offers to other potential employees since some people will be offered more than one position. At the same time, families must decide on which jobs to accept and for which additional positions to apply, based on job offers. This session can be finished in one class period, if it is abbreviated. However, the author recommends that at least two periods be reserved for this activity since it requires continued conversation and decision-making.

Distribution of Materials

At the conclusion of Session Four, the Pressure Cards are to be drawn by each family group and each employer group. Each group is to draw one card. Then each group must readjust its priorities according to the card. In some instances, it means deciding to job-hunt for different jobs for a longer period of time; in other instances, it means adding additional employees or closing-out certain positions immediately.

Supplies

You will need to cut the "pressure cards" apart. For added durability, you may choose to tape each to a playing card.

Activities and Teaching Suggestions

1. At the conclusion of Session Three, employers decide to whom they will offer positions. At the beginning of Session Four, job offers, enclosed

in sealed envelopes,are placed in the mail boxes of each family. Families open the envelopes and decide which jobs they would prefer to accept and which to decline. The individual must contact the company representative immediately to indicate both accepted and declined positions.

2. Families and company groups then meet to see who is employed, at what jobs and which jobs are filled. Decisions must then be reached about which additional positions to seek or fill. Employers can choose whether to offer the jobs to other candidates while family members can initiate contact with employers pertaining to continuing openings.

3. At this point, the instructor circulates the pressure card stacks and each employer group and each family group selects one card. The groups meet to decide how they will adjust to this unexpected event. A family or business may choose to realign its priorities. At this point, the process of deciding upon and searching for a job may begin again.

Summary

The Fourth Session should include family and employer decisions and adjustments, both to other group decisions and the pressure cards. Additionally, should the instructor choose to do so, the activity can be continued.

PRESSURE CARD LIST

FAMILY CARDS

1. Inherited sum of money
2. Company of major breadwinner forced to relocate
3. Divorce/separation
4. Illness in family of principal breadwinner
5. Pregnancy
6. Injury/disability to major breadwinner
7. Death of major breadwinner
8. Marriage of youngest eligible child
9. Birth to the oldest female in child-bearing years
10. Family member in educational institution drops out
11. Middle wage-earner is arrested
12. Two additional members of the extended family come to live at the residence
13. Income tax audit causes a loss of $2,000
14. Fire and loss of family dwelling
15. Flood and loss of family dwelling
16. Overbearing dissatisfaction with work and an instant change of job for major breadwinner
17. Middle wage-earner accepted to further educational training
18. Member of the family who is interested in college is accepted with scholarship
19. A 10% raise in income to the family breadwinner
20. Unexpected windfall amounting to $10,000 to the family at large

PRESSURE CARD LIST

COMPANY CARDS

1. A fire causes suspension of all employment

2. Consumer forecast requires elimination of two potential jobs

3. 10% cutback in employment necessitated by pollutio control expenditures

4. HEW/Affirmative Action Ruling disallows all potential male employees

5. Layoffs amount to 15% of the future employees

6. Earnings up and six additional people must be added

7. Expansion and three additional people must be added

8. Competition is going out of business and their employees are more qualified--must reduce number of potential employees by three

9. Employees on strike and must temporarily suspend operations

10. Budget cuts mean the reduction of five potential jobs

11. Machine replacements mean suspension of five potential jobs

12. Company is forced to relocate and suspend all employment operations

13. Branch office is opening and some potential employees must be asked to move

14. Competition has moved into the area and all employees are entertaining possibilities with more than one company--you must convince them to come to your company

15. Drought causes loss of crops

Session Five

Goals of Fifth Session

1. Tally the comparative results for each group;
2. Discuss incidences of stereotyping, bias and discrimination as they surfaced in individual and group decisions; and
3. Evaluate the awareness and cognitive effect of the simulation activity.

Time Involvement

(Minimum 1 session; Recommended 2-3 sessions)

Session Five is particularly critical since this is the session in which student awareness of and attitude about sex stereotyping, sex bias and sex discrimination occurs. Additionally, the "success ratios" mentioned in Session One are computed during this session as well as an optional, in-class evaluation. Therefore, the author recommends three sessions be allotted to this series of exercises.

Distribution of Materials

The only distribution of materials associated with the Fifth Session is the optional administration of an evaluation instrument that each instructor might choose to construct.

Activities and Teaching Suggestions

1. The first activity of the Fifth Session is to tally the percentage scores or "success ratio" of each group. A chart to assist in tallying these percentages is included on page 26. These scores are determined in the following manner:

   a. Family Score - for each family, add the total incomes derived from the jobs accepted and divide that sum by the total required income for that family. Compare this percentage with the expected percentage for each family. The family which exceeds and/or most closely approximates its expected percentage is the most successful.

   b. Employer Score - for each employer, add the total number of positions filled and the total budget required to pay these salaries.

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Each of these sums should be compared to the maximum number of jobs to be filled and the maximum budget in order to derive a percentage score. These percentage scores should then be compared with the expected percentage scores for each company. The most successful company is the one that most closely approximates, or exceeds in the company's behalf, both expected percentage scores; however, if you prefer to use just one percentage for the company, please use number of jobs filled.

2. The second activity of the Fifth Session is the debriefing discussion and the drawing of conclusions based on data gathered during the earlier four sessions. The following questions are suggested as a basis for the debriefing session:

a) Ask each family group how it determined who would play male roles and who would play female roles within that family. (Was the decision related to the sex of the role occupant?)

b) Ask each family how it determined what role occupant would seek which job.

c) Ask each employer if they first determined whether they would be more likely to fill each job with a male or a female. If so, ask why they so decided. If not, ask why not.

d) Ask each employer how they determined what specific questions would be asked of a potential employee. Were the same questions asked of everyone? Were different answers expected? Did qualifications differ?

e) What considerations, including such items as skills, interest, amount of money, family considerations and so forth, were factors in the jobs that were accepted?

f) List on the board the jobs families were offered and accepted. Are there any common characteristics among these jobs such as relative pay scales, amounts or kinds of training required, relocation, responsibility, and so forth?

g) Had this been an actual situation, what groups might have done things differently?

Summary

The Fifth Session includes the tallying of group scores to see which group most successfully met its goals.

SCORING CHART

UNIT	GOAL	EXPECTED PERCENTAGE	CALCULATIONS
Jackson	$18,000	90% ($16,200 yr.)	
Spencer	$25,000	90% ($22,500 yr.)	
Yarborough	$15,000	80% ($12,000 yr.)	
Morgan	$20,000	85% ($17,000 yr.)	
Duncan	$15,000	90% ($13,500 yr.)	
Mance	$18,000	95% ($17,100 yr.)	
Graves	$40,000	65% ($26,000 yr.)	
Tyler Co. Gov't	a) 10 jobs	a) 80% of jobs filled	
	b) $70,000-$72,000	b) 83% of the budget ($60,000)	
Tyler Health Services	a) 10 jobs	a) 80% of jobs filled	
	b) $83,000-$86,000	b) 83% of budget ($72,000)	
Millwrights/ Rubucks	a) 15 jobs	a) 80% of jobs filled	
	b) $110,000-$118,000	b) 81% of budget ($95,000)	
Tyler National Bank	a) 10 jobs	a) 80% of jobs filled	
	b) $83,000-$86,000	b) 83% of budget ($72,000)	
Prof. Empl. Agen.	a) 15 jobs	a) 66% of jobs filled	
	b) $120,000-$124,000	b) 81% of budget ($100,000)	

IN SEARCH OF A JOB:

A SIMULATION ACTIVITY IN OCCUPATIONAL DECISION-MAKING

STUDENT MATERIALS

STUDENT INTRODUCTION

During the next few class sessions, you and your classmates will be doing a simulation entitled: IN SEARCH OF A JOB: A SIMULATION ACTIVITY IN OCCUPATIONAL DECISION-MAKING. This activity is about the decisions that are made within families concerning who will work, why and at what kind of job. The simulation also is about the decisions that are made within companies concerning which jobs will be filled, to whom they will be offered and why. The general idea is to be the family unit or employer which most nearly achieves the pre-specified goals for that unit. The goals are included in the individual family and employer descriptions.

This activity will take up to several weeks of class time and will introduce you to a number of realistic situations, similar to ones you are likely to encounter as you search for a job. You are encouraged to play your role enthusiastically; your family or employer unit will decide collectively on who plays what role. All the materials you will need to complete the simulation will be passed out to you by your teacher. In addition, your teacher will provide you with a set of daily directions which you are to follow. If you have any questions about what you are to do, ask your teacher. On the last day of the simulation, the teacher will tally each unit's score as well as lead a class discussion that will help you decide what kinds of roles you played, why you chose to seek certain jobs and why certain jobs were offered to you.

MMUNITY

Tyler is known for its lovely homes, the majority of which are owner occupied and show the good effects of pride in home ownership. Some apartments and homes are available for rent with rates ranging between $115 and $165 per month for one bedroom apartments and $250 to $350 per month for three bedroom homes.

The participation rate in civic activities by citizens is excellent. Local civic clubs sponsor/support as major civic activities worthwhile undertakings such as aid to the visually handicapped, work with youth groups, organization for the March of Dimes and maintenance of a summer camp program on Lake Tyler.

EDUCATION

The public schools number eight elementary schools, three jr/sr high schools with a total enrollment of 7200 students. All schools are accredited by the Southern Association of Colleges and Schools. The Educational program is varied and excellent; approximately 36% of all graduates are placed on jobs upon completion of high school while 58% of all graduates go on to additional training/education.

The physical facilities are considered among the best in the state. The overall training program features a personalized program for each student in mathematics, universal work experience and individualized mandatory reading program. In addition, the school system maintains an articulation program with the county technical institute, Tyler Tech, to permit students with special interests to take courses directly from the technical institute.

RECRE ION

The recreation facilities of the area are described as nearly perfect. The Tyler Community Center occupies 350 acres and includes an 18-hole golf course, swimming pool, tennis courts, athletic field, bowling alley, gymnasium and auditorium, art center, picnic area, amusement area, theatre for the performing arts, beach and nature park. Other town recreation facilities also include Little League fields for baseball, soccer, football and lacrosse; school athletic facilities such as an all-weather track and a weight-room; two private golf courses; three movie houses; a summer stock theatre; and the town's pride and joy--Lake Tyler.

Public library facilities are also housed at the Community Center and include approximately 80,000 volumes. In addition, the meeting room in the Library, which seats approximately 150 persons, is used almost every day or evening and often houses traveling art exhibits.

The Library hosts the Annual Rolling Hills Festival of Mountain Folk Art sponsored each year by the Tyler Chamber of Commerce. In addition, the Library maintains a working cooperative relationship with the local technical institute in order that citizens can use the facilities of either center.

WELCOME TO TYLE

Tyler is a town of 26,000 persons located in the rolling foothills of Western Piedmont, North Carolina. It is a progressive, small city of home-owning, friendly, church-going resourceful people. Situated in the northwest corner of Tyler County, the town is located on the Rocky River and Lake Tyler--a major recreational water system.

The city's history is rich in southern tradition, having been established as a county seat in 1842 and having dominated the state's western politics for 100 years. Named for the Tyler family, one member of which was President of the United States, the town is located only 12 miles from Tyler's Ridge National Monument where an important Revolutionary War battle was fought. Additionally, the state's Indian Museum is located here, in conjunction with the restored village and burial mounds of the Sipuka, to whom this area once belonged. Tyler is the home of such illustrious "children" as Webb Wade, former Governor of the state; Adrea Scotland, Mayor, State Representative and Supreme Court Justice; Hatcher Dickson, Pulitzer Prize winning novelist; Morgan Scott, former Governor and U.S. Senator; Yvonne George, Olympic gold medalist; and Sarah Zigler, former U.S. Undersecretary of State.

HEALTH SERVICES

The health services in Tyler are first-rate. The activities of the Tyler Health Services are so widely diversified that they touch the lives of each citizen. The programs are designed to prevent, diagnose and treat diseases; educate persons about health; provide environmental control; and regulate public laws. The Public Health Clinic is open ten hours a day, five days a week with special Saturday and Sunday hours. It operates in conjunction with the Community Mental Health Center which provides another series of services for individual and family problems. There are also a number of specialty and experimental clinics such as the Industrial Medicine Program and the Child Abuse Program.

The hospital located within the Tyler Health Service complex is a 700-bed structure. In cooperation with Tyler Tech, it houses an Associate Degree Nursing and Physician Assistant Program. The current staff consists of 70 active physicians with specialties in areas such as anesthesiology, psychiatry, neurology, radiology, pediatrics, eye-ear-nose-throat, general practioner, and several others.

INDUSTRY

A number of manufacturing companies as well as several industries are located in Tyler. These include several major textile firms, hardware manufacturers and distributors, banking offices and the recreation centers of Lake Tyler. Strict zoning laws have been enforced for a number of years in order to provide for clean air and water and to foster orderly growth.

The town is prosperous. There is no local income tax and the property tax is very low as a result of the tourist dollar, federal monies which help support experimental programs and the generosity of local businesses.

GOVERNMENT AND PUBLIC SERVICES

Town/County government is administered by a governing council composed of six aldermen and a mayor, all of whom are elected by registered voters for four-year terms. A county manager is employed by the council to run the affairs of the city/county.

Public services are provided to all citizens. These include fire protection and police protection and a full-time staff of professionals. In addition, the city provides garbage and trash collection services to residents and businesses on a weekly schedule. The town also provides water and sewage treatment to residents at a nominal rate.

CLIMATE

The climate from the standpoint of rainfall and temperature is excellent. Temperature observations indicate that Tyler has an annual freeze-free growing season of 200 days. Summer days are warm with cool evenings while only approximately two-thirds of the winter days register a freezing temperature. Measurable accumulations of snowfall occur four to five times a year while the total average rainfall measures 52 inches.

POPULATION

The population has grown steadily during the last 50 years. In 1925, the town had approximately 3500 residents; by 1950, the city had grown to 15,000 persons; by 1975, some 25,000 persons resided within the corporate limits. In 1975 the non-white population of Tyler city and county was 30% with Blacks and Indians included in that minority.

TRANSPORTATION

Transportation to the city is provided by a network of interstate highways, spurs of which directly serve the city. In addition, there is a small local airport to accommodate the summer recreation trade; further, there is direct bus service, truck and train freight service and an Amtrack station within 35 miles.

THE JACKSONS

26 Mulberry Lane

Marcus Jackson (age 30) has been a construction laborer for 11 years. The past few years he has been having problems with his back which required much medical attention. Last month he had an operation to correct his trouble and his doctor has strongly suggested that he leave construction work as it was too hard on his health. He earns $8,320 per year.

Carol (age 28), his wife, has worked second shift at the mill since she graduated from high school. She likes to work in her garden during the day. Since Marcus' operation Carol has decided to spend more time at home with Marcus so she is looking for a daytime job. She earns $5,500 per year.

Jean, Carol's 50 year old mother, worked at the mill for 30 years. Last year she quit after her husband died and has recently moved in with the Jacksons.

Bob is Marcus' 22 year old brother who has been in the army for four years. Within the past month he has returned home and has been accepted at the local community college for next year.

Marcus has extensive medical bills that need to be paid in addition to regular living expenses and the addition of Bob returning to the family. In order to meet their financial obligations the family needs to earn $18,000 this year.

THE SPENCER FAMILY

304 Carlton Drive

John Spencer (age 39) manages a local department store and earns about $18,000 a year. He doesn't like his job and expressed this to his supervisor who offered to transfer him to another job out of town. John knows if he doesn't transfer he will lose his job but both he and Nora, his wife, like Tyler and don't want to move. Furthermore, they have just joined the country club and have signed a sales agreement for a new house.

Nora, age 37, has been teaching for 12 years, drawing an annual salary of $12,000. Last year she quit work to have a baby rather than take maternity leave; now that the baby is almost one year old, she has decided to look for work again.

John and Nora's son, Thomas, is 16 years old. Last summer and during Christmas vacation he worked in his father's store.

Deborah, the Spencer's daughter, is 17 years old. She took a typing course last summer in school and she often does typing work for the principal of her Mother's old school. Both she and Thomas are looking forward to moving into their new house. Thomas has asked to have a basketball goal installed at the end of the driveway and Deborah has planned the arrangement of her new room.

To pay for the house and for the country club dues, the Spencers need to maintain an income of $25,000.

THE YARBOROUGHS

121 Maxwell Road

Jesse (age 27) and Linda (age 25) Yarborough farm for a living. When they were married they moved onto the family farm, Lakeview, with Jesse's father and mother.

The whole family really likes working together on the farm. Their chief crops, corn and tobacco, have provided well for them in the past. Jesse and Linda have two small children, ages 4 and 6. Fred (age 49) and Gwen (age 46), Jesse's parents, love to take care of their grandchildren.

This year, though, the returns on the farm have diminished due to the drought which virtually destroyed the corn and winter feed. Jesse realizes that the family needs to buy new, more modern equipment to keep up the farm, possibly including very expensive irrigation equipment. Without new equipment, the family may as well give up farming since the equipment they own is not efficient and since they still have a mortgage on the new house.

To manage, they need to earn about $15,000 a year plus some down-payment money. Their combined incomes were about $12,000 during a normal year and $6,000 last year.

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THE MORGANS

215 Elm Street

Ralph Morgan (age 35) is an electrical contractor. This year he went into business for himself. Because the costs of setting up his own business were so high, his income was only $8,000, about half of what he usually earns.

Sally Morgan (age 32) is Ralph's wife. She graduated from college in home economics. Since then she has been a seamstress working in her own home. Sally is very talented and does expert work. She makes a lot of wedding and bridesmaid gowns for customers and does alterations for several of the local shops. She likes to do most of her sewing in the mornings so she can have the afternoons free. She earns about $5,500 per year.

Gail (age 17) is the Morgan's youngest daughter. She is a high school junior and has taken several home economics classes, although her mother taught her to sew.

Gail's sister, Rebecca (age 18), will be graduating from high school at the end of this year. She loves plants and has developed a small greenhouse in the backyard. Unlike her sister, she doesn't really care for sewing and avoids all household chores. Rebecca is more of a "nature lover" and really enjoys the outdoors.

The Morgan family's situation requires about $20,000 a year plus any extra for capital investment for Ralph's business and in order to avoid bankruptcy. The savings account was virtually depleted to meet expenses this year.

THE DUNCAN FAMILY

711 James Street

Mrs. Betsy Duncan is a 52 year old widow. She has worked part-time as a bookkeeper in a sporting goods store for the last five years to keep busy since her children have grown up. Last year Betsy's husband, a district sales manager of a pharmaceutical firm, died. His insurance money is almost spent and Betsy has notified the sporting goods store that she will be leaving to find a full-time job. She earns $3,500 a year.

Emily Duncan (age 25) is Betsy's oldest daughter. After high school she went through secretarial training and has been a secretary in a local firm for five years, earning $7,500 a year. Last year Emily divorced her husband and moved back in with her mother. Now she has been informed that the firm she works for is relocating out-of-state. Emily really wants to remain in Tyler with her mother so she has just begun to look for a new job.

Jo Ann Duncan is 23 years old. She has been living at home since she graduated from college in nursing. Jo Ann is engaged to a dental hygienist, but no definite plans have been made for her wedding.

Cathy Duncan (age 19) is attending a private college near Tyler. She is a National Merit Scholarship winner and receives $3,000 a year to help her education costs of $5,000.

Emily, Jo Ann and Cathy are really close. They all enjoy going camping with their mother, and doing things around home together.

Betsy's mother (age 78) has always been dependent on the Duncans for support. In order for the Duncans to maintain the comfortable life that Betsy's husband provided, and to pay off the mortgage on the house, they need to earn about $15,000 a year.

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THE MANCE FAMILY

605 Church Street

John Mance (age 62) has just retired from the ministry and receives $8,000 a year in retirement payments and services. He has always enjoyed working with people and just recently filed to run for a local political office.

His wife, Cynthia (age 58) has worked with him throughout his career and has encouraged him to pursue a public office position. Cynthia enjoys people and loved looking after her children when they were small. Several years ago she became interested in needlework and her home is beginning to be quite a showcase for her handcrafts.

Gary Mance (age 18) is a high school senior. He likes photography and has worked at the local newspaper during the summer as an assistant photographer and newswriter. In his spare time he does free-lance work.

Crystal (age 26) has been married to Paul Curry (age 26) for two years. She met Paul in college where she majored in mathematics and he was in the School of Engineering. They were both on the university tennis team. During the summers Crystal came home from school and worked as a salesperson in a local department store while Paul went out-of-state to work part-time with NASA. After Crystal graduated they were married and Crystal moved out-of-state with Paul. Last month Paul was laid off at NASA, so the couple has returned home to live and find jobs.

Since Crystal and Paul are planning to live with the Mances, the family will have to increase their level of income. The Mances have also begun to support John's mother (88 years old) who is an invalid in a nursing home. The family will need to earn $18,000 a year to manage.

THE GRAVES FAMILY

308 Ransom Street

Joseph and Robin Graves have been married 24 years. Joseph has been writing since he completed his doctoral degree in English. He has published several novels and a variety of articles for well established English journals. Last summer he wrote and directed the play performed at the Tyler Playmaker Theatre. But most of his summers are spent at the family beach house working on a novel. His income depends on profits from his novels and thus varies from year to year. It averages several thousand dollars a year.

Robin Graves spends a lot of time with her husband at their beach house in the summer operating a clinic there while her partners carry on the practice in Tyler. She also loves to play the piano and enjoys cooking exotic foreign dishes for her family. She likes the field of medicine and as a general practitioner earns $40,000 a year in Tyler. But recently she has been involved in a malpractice suit because of a legal technicality and her insurance has skyrocketed. Even though she won the suit, she has decided to leave the practice and find other work.

Mary, their 21 year old daughter, is in her last year of college and plans to be married the summer after she graduates. She usually works in her uncle's jewelry store during summer vacations.

David, the oldest son, will graduate from high school at the end of this year. He is enrolled in the University School of Engineering in the fall. During the past few summers he drove a truck for the county and just recently bought a car with the money he had earned. Both David and his brother Joe (age 16) play the guitar and are members of a local rock band. Joe has often worked part-time in the hospital to earn extra money.

Even though Robin is leaving her present job, the family must maintain their income of $40,000 a year in order to pay for college, the mortgages on their homes and property, and a failing investment opportunity.

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First National Bank of Tyler

The First National Bank was established in 1910 and has been serving the needs of Tyler citizens continuously from that time. Total assests rank second in the State behind the First National Bank of North Carolina and amount to more than $100 million. The bank has branch offices in every major city and many towns in North Carolina. Its headquarters are located in Tyler along with some five local branch offices. The total number of employees in the bank within the greater Tyler metropolitan area is approximately 1000. Jobs within the bank range from highly specialized areas such as municipal bonds officers to much less specialized areas such as tellers. A complete range of banking services is provided for individual and corporate customers.

The bank has been a leading establishment in the town and has given generously of its time and resources to such municipal undertakings as the Council for the Arts and the public schools. In addition, most of the training that goes on for bank officials is done here in Tyler with later relocation. Working for the bank can mean relocation in any of the branch offices throughout the State.

County Government

A complete range of services is provided by the merged city/county governmental unit. Services include police and fire protection, utilities services, road and harbor maintenance and construction, land and water use planning, support for the arts and adult education. The county government is administered by a board of aldermen, a chairman and the county commissioners. The range of jobs available include such jobs as road construction laborer to water pollution control technician with all ranges of salaries. Approximately 1000 persons are employed by county government.

Working for the county may require traveling throughout the geographic area, but rarely requires relocation other than that move that an individual may choose for purposes of convenience. Work with the county is rather permanent, features a retirement system as well as pay increments and includes a seniority system.

Sears and Rubuck and Millwrights Personnel Consortium

Sears and Rubuck is a major retail store whose headquarters are located within our State. The western regional warehousing facility is located in Tyler, thereby increasing the total number of employees over that of a large retail store. Some 1250 employees are supported by the Tyler Sears and Rubuck facility, ranging from company executives through salespersons to distributors and delivery persons. Pay is scale and there is a pension retirement system.

Millwrights is the major local textile mill, employing some 280 persons per shift and operating 24 hours a day. Millwrights makes cotton and wool fabrics and distributes them nationally. The jobs available are those associated with any large textile facility.

Work for either of these firms may result in transfer to another town within the State, though often employees are given an option regarding whether they choose to move.

Tyler Health Services

The Tyler Health Services is a comprehensive health service area that combines the hospital, the community health service, the community mental health program, and the Family/Industrial Medical Clinic, as well as a number of experimental programs in adult education. The Health Services facility employs some 1500 persons and serves the entire area including three surrounding counties. The Family/Industrial Clinic and the mental health facility are nationally recognized as are several experimental programs.

Experience here permits one to move with assurance to other positions located around the State and region though moves are rarely required.

Professional Employment Agency

The Professional Employment Agency is a private company headquartered in a nearby city that handles exclusive job listings from around the State. It has a good reputation for matching persons with jobs and has been responsible for placing thousands of persons in jobs during its five years of existence. Fees are nominal and are adjusted to potential incomes; further, fees are not collected unless the people retain the jobs in which they were placed. The firm has a staff of 10 in Tyler.

HELP WANTED

ACCOUNTING CLERK: Requires **knowledge** of bookkeeping, **billing** and payroll procedures. Typing at 40-50 WPM. **Salary** up to $158 per week **plus** fringe benefits. **Appointments** at the Tyler **National** Bank

ADMINISTRATIVE ASSISTANT: **Must** have management skills, **drive,** and knowledge of industrial supplies. Full benefit package, regular hours, **pay** advancement opportunity, **salary** at $7250. Apply at **Millwrights**/Rubuck.

ADVERTISING AGENT: Prefer **some** experience in advertising and proof of artistic ability. To head sales campa[illegible] for new product. Opportunity to advance. Salary **begins** at $7500 and includes **pension** plan and insurance. **Contact** personnel office at **Millwrights**/Rubuck.

AGRICULTURAL RESEARCH ASSISTANT: Prefer high school **graduate** with at least one **year** of experience in livestock care. Weekend work required. Salary at $6000 plus **board**. Contact The Professional Employment Agency.

ANNOUNCER: Broadcast position **available** at local radio station for a Grade 3 licensed **announcer**. Duties include an **afternoon** country music show, **advertising** and the late evening news. Flexible schedule. **Good** Fringe package. $4.25 hr. **Co**[illegible]ct Professional Employment Agency.

AUDITOR TRAINEE: Prestigious company with growth potential seeks to train an aggressive person with a good grade point average and an accounting degree. Will accept apprentice to work in comptroller's office to oversee cash flow of three branch banks. $6000. Contact Professional Employment Agency.

BAGGERS: Immediate opening in general discount department at Rubuck's for full-time or part-time baggers. Must be able to do light lifting and be pleasant around customers. Salary at $2.30 an hour. Contact Millwrignts/Rubuck.

BAKER: Tiffany's Pastries has an opening for an experienced baker. Opportunity to take over business or outright purchase. Hours 5 a.m. to noon. No fringe benefits. Pay begins at $4.00 an hour. Contact Professional Employment Agency.

BOOKBINDER: Local printing firm seeks binder who is willing to work and learn. No experience necessary. Must be comfortable around machines. Regular hours. Overtime available. Starting salary $3.75 hr Contact Professional Employment Service.

CLEANER & PRESSER: One position open at local dry cleaning establishment for assistant. No experience required. Duties include operating the pressing equipment and inspecting garments for spots. May occasionally collect and deliver clothes. Starting salary $2.30 an hour; no overtime. Contact Professional Employment Agency.

COMPILER: County Government h one opening for a clerical compiler to work on opinion polls census information and local taxes. Requires some typing an mathematical ability. Local Civil Service test required. Salary begins at $6200. Contac County Government Personnel Office.

COMPUTER PROGRAMMER: Local are establishment requires person with one or more years experience in COBOL. Responsible fo billing and patient records. Excellent benefit package. Salary beginning at $230 per week. Regular hours. Contact Tyler Health Services.

COMPUTER PROGRAMMER/OPERATOR: Excellent opportunity in a local bank for individual with experience on OS or VS systems. Chance for advancement in pay and position. Starting salary at $150 per week. Contact Tyler National Bank.

CONSTRUCTION WORKERS: Openings for form-setters and laborers with experience in road building to work within the county. Starting pay at $3.15/hour, overtime available. Must be able to do strong physical work. Apply County Government Personnel Department.

COURT REPORTER/STENOGRAPHER: Must type 40-45 WPM. No specific experience necessary. Good working conditions. Excellent benefits. Earn to $165/week. Contact Personnel Department' of the County Government.

DENTAL TECHNICIAN: Local opening for trained dental technician constructing and repairing dental appliances at Community Health Center. Beginning salary at $7500. Apply at Tyler Health Services, Inc.

• LESSONS •
Guitar, Drums, Bass
Banjo, Dobro, Mandolin
LES HOWARD
477-0703

874

DESIGNER: Opening for advertising designer within state with major firm. Excellent fringe benefits. Opportunity for advancement. Salary beginning at $12,000. Will consider persons with either artistic or verbal ability. Apply Millwrights/Rubuck.

DISTRIBUTOR: Position available with local firm for a publication distributor. Duties include routing of materials, some supervisory work and potential sales. Salary beginning at $2.30 an hour. Apply Professional Employment Agency.

DRAFTER/COMMERCIAL: Position available with local firm for a commercial drafter to assist in the assessment of blueprints and plans within the commercial loan department. Experience preferred. Regular hours. Excellent fringe benefits. Salary from $171 per week. Apply Tyler National Bank.

DRAFTER/DESIGN: Firm within the state desires a design drafter comfortable with working on new ideas and experimental engineering. Excellent fringe benefits. Salary from $225 per week. May require relocation. Contact Professional Employment Agency.

ELECTRICIAN: Immediate opening for qualified, experienced electrician. Inside work. Excellent benefits and starting salary at $6.15/hour. Some overtime is available. Work is primarily industrial within the community. Contact Professional Employment Agency.

ALL THE ANSWERS - ONE
PHONE CALL.
Call INFO at 942-8749.

GARDENER/CUSTODIAN: One immediate opening for person who enjoys outside work caring for buildings and grounds. Experience not required. Pay beginning at $2.30 an hour. Contact Tyler Health Services, Inc.

INDUSTRIAL NURSE PRACTITIONER: An expanding clinc within hospital has one opening for an industrial nurse practitioner. License required. Fringe benefits. Salary $215 per week. Contact Tyler Health Services.

KEYPUNCH OPERATOR: One position available for keypunch operator. Experience preferred but not necessary. Will consider a keypunch graduate. A career opportunity with salary beginning at $145 per week. Contact Tyler National Bank Personnel Office.

LABORERS: Positions available for laborers at Millwrights/Rubuck with beginning wage at $2.30 an hour. No experience necessary. Contact Millwrights/Rubuck.

LAWYER: Outstanding company needs corporate lawyer with two years experience. Excellent fringe benefits. Salary $20,000 Contact Professional Employment Agency.

LAYOUT ARTIST: Printshop operation desires layout artist to assist in design of advertising campaigns and work in production of new materials. Sense of color and form required. Salary from $6500. Contact Millwrights/Rubuck.

LIBRARIAN: County library needs librarian or librarian-trainee. Light typing. Efficiency a must. Salary from $7500. Regular working hours but some weekend work. Contact County Government Personnel Officer.

LICENSED PRACTICAL NURSE: One position in the 7-3 shift or the 3-11 shift beginning at $4.00 an hour. No rotation in shift. Fringe benefit package available. Contact Tyler Health Services, Inc.

LOAN OFFICER: One position available for experienced loan officer with keen eye for appraisal of property. Salary beginning at $12,500. Prefer business degree but will consider other qualifications. Contact Tyler National Bank.

MACHINIST: One person to work in a tool and die shop as machinist with knowledge of drafting and mechanics. Begin at $6.75 an hour. Chance for advancement and supervisory role. Contact Millwrights/Rubuck.

MAINTENANCE ASSISTANT: Coun government offers one job with great hours. No heavy work. Within the executive office suite for a qualified maintenance assistant. Will train. Wages beginning at $2.30 an hour. Contact County Government Personnel Office.

MAINTENANCE WORKER: One position for custodial and small repair within the hospital complex. Regular hours. Opportunity for salary advancement. Beginning pay at $2.75 an hour. Contact Tyler Health Services, Inc.

MANAGEMENT TRAINEE: Local firm requests aggressive person who wants to move up in management trainee position. Experience not required. Working the evening shift. Salary from $7000. Apply at Millwright/Rubuck.

WANT ADS 967-6531

MANAGER: Manager needed for newly opening franchise. Great career opportunity. Excellent working conditions and full company benefits. Located in area but may move over time. Salary beginning at $8500. Contact Professional Employment Agency.

MECHANIC: Experienced mechanic needed. Must be dependable and confident. Prefer some knowledge of motorcycle and truck maintenance. Starting salary $5.50 an hour but vary with experience. Apply County Government Personnel Office.

MESSENGER/COURIER: Messenger/courier position available to someone with driver's license and good driving record. Must be dependable and bondable. Operate within the community to the various branch offices. Expenses paid. Salary from $1[illegible] per week. Contact Tyler National Bank.

MOVIE PROJECTIONIST: Immediate opening. Prefer someone with experience in projection equipment but will train. $2.10 an hour. Local establishment. Contact the Professional Employment Agency.

NOTARY PUBLIC/CLERICAL: One position for person willing to assume office duties including filing, light typing and processing loans. Notary training required. $2.30 hour to start. Contact Tyler National Bank.

PHOTOGRAPHER: One opening for experienced photographer to assist in medical photographs for publication purposes. Must be qualified in darkroom techniques as well as camera work. Salary from $6.00 an hour with fringe benefit pkg. Contact Tyler Health Services.

PHYSICIAN'S ASSISTANT: Degree required from physician assistant program. One opening on graveyard shift. Salary from $9,500 with fringe benefit package. Contact the Tyler Health Services, Inc.

PLUMBER: Plumbers needed. Prefer at least two years experience with tools. Permanent employment opportunity. $6.00 an hour. Working in repair shop. Contact Millwrights/Rubuck.

PRINTER: One position available for person with offset printing skills. Must be able to run and repair presses. No experience required though training is a necessity. Salary from $8200. Contact County Government Personnel Office.

PRINTSHOP HELPER: One position available during regular work hours for printshop helper to assist in miscellaneous operations within house printshop. Salary from $2.75 an hour depending on experience. Contact Millwrights/Rubuck.

PUBLIC RELATIONS: One public relations position available at local bank to oversee advertising campaign within the community and supervise complaint department. Salary from $15,000. Must be comfortable around people although no experience required. Good presentation of self. Contact Tyler National Bank.

RECEPTIONIST: One position for daytime receptionist. Must interact well and enjoy being around people. Articulate. No experience required. Pay from $120 per week. Light typing may be required. Contact Tyler Health Services, Inc.

REPORTER/PROOFREADER: Local newspaper needs responsible aggressive person with good language skills as a reporter/proofreader on the afternoon edition. Pay from $3.40 an hour. High school training required. Contact Professional Employment Agency.

SALES/MANAGER: Local firm seeks manager in hardware department to supervise help, take inventory, make orders and interact with the accounting department. Salary from $12,000 with fringe benefit package. Contact Millwrights/Rubuck.

SALESPERSONS: Rubuck is now accepting applications for salespersons. Need outgoing persons in toys, small appliances, camera and art departments. Pay beginning at $2.30 an hour. Apply in person at Millwrights/Rubuck.

SECRETARY: Secretarial position available for person typing 60 WPM and other clerical skills. Pay from $190 per week with fringe benefit package. Regular hours. No overtime. Contact Tyler National Bank.

SECURITY GUARD: One security guard needed for the hospital. Retired military personnel ideal. Pay beginning at $3.70 per hour with fringe benefit package. Contact Tyler Health Services, Inc.

SHOE REPAIR APPRENTICE: Young person wanted as full or part-time apprentice in local shoe repair operation. Salary begins at $2.30 an hour. Chance for advancement with training. Contact Professional Employment Agency.

WANT ADS 967-6581

SOCIAL WORKER: One opening for outgoing person who relates well with others in social services area. Degree preferred but not necessary. Salary beginning at $7300 depending on experience. Contact County Government Personnel Office.

STATION ATTENDANT: Rubuck Service Center seeks station attendant to work pumps and perform light mechanical skill work. Pay at $2.30 an hour. Regular hours; weekend work. Contact Millwrights/Rubuck.

SWITCHBOARD/DISPATCHER: One person with pleasant voice required for radio and telephone duties within the county offices. Work varies between daytime switchboard work and evening dispatcher work. Salary from $120 per week. Contact County Government Personnel Office.

TAX CLERK: One position available. Will train. Working in property tax office with tax collector. Group insurance and retirement. $110 a week while training. Contact County Government Personnel Office.

TEACHER: Area school system has one position for English-French teacher. Salary depends on experience but begins at $7100 for a certificate. Will consider a non-certified person with skills. Contact Professional Employment Agency.

TELLER TRAINEE: One position to person with winning personality and adequate math background who interacts well with the public. High school training preferred. $450 a month starting pay. Contact Tyler National Bank.

WAITER/WAITRESS: Coffee shop needs part-time, full-time waiters and waitresses. Experience helpful but not necessary. Will train. Start at $1 an hour plus tips. Contact Millwrights/Rubuck.

WELDER: One experienced welder position available working with various technicians. Regular hours. Overtime available. Beginning salary $6.75 an hour. Contact Millwrights/Rubuck.

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Elegant Colonial Townhouses that make you proud to call your apartment home.

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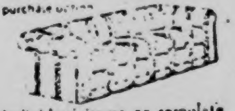

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WANT AD
SERVICE
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967-6581

SERVICE HOURS:
8:30-5:00 Monday thru Friday (All Ads for Saturday, Sunday and Monday must be in by 5:00 Friday.)
Corrections and Cancellations ONLY:
Saturday 9:00-12 Noon
Sunday 2:00-4:00

WANT AD RATES

Two Papers Daily—One Paper Sunday.

Av. Words	Lines	8 Days	4 Days	1 Day
Up to 15	3	9.12	5.04	1.38
16 to 20	4	12.16	6.72	1.84
21 to 25	5	15 20	8.40	2.30
26 to 30	6	18 24	10.08	2.76
31 to 35	7	21.28	11.76	3.22
36 to 40	8	24 32	13 44	3 68
41 to 45	9	27 36	15.12	4.14
46 to 50	10	30.40	16 80	4 60
51 to 55	11	33.44	18.48	5.06
56 to 60	12	36.48	20.16	5.52
61 to 65	13	39.52	21.84	5.98
66 to 70	14	42.56	23.52	6.44

The Tyler Times will not be responsible for more than one incorrect insertion. If your advertisement is wrong notify us and it will be corrected.

To be sure of receiving the lowest possible rates, order your ad for 8 days. You may cancel your ad at any time and pay only for the number of days the ad appears.

Rate per line of white space is the same as line of type.

Cancellations and corrections for The Tyler Times taken until 9:30 a.m. Monday through Friday.

877

AVAILABLE POSITIONS BY EMPLOYER

County Government Personnel

1. Compiler
2. Construction Workers
3. Court Reporter/Stenographer
4. Librarian
5. Maintenance Assistant
6. Mechanic
7. Printer
8. Social Worker
9. Switchboard/Dispatcher
10. Tax Clerk

First National Bank

1. Accounting Clerk
2. Computer Operator
3. Drafter/Commercial
4. Keypunch Operator
5. Loan Officer
6. Messenger/Courier
7. Notary Public/Clerical
8. Public Relations
9. Secretary
10. Teller Trainee

Millwrights/Rubuck

1. Administrative Assistant
2. Advertising Agent
3. Baggers
4. Designer
5. Laborer
6. Layout Artist
7. Machinist
8. Manager Trainee
9. Plumber
10. Print Shop Helper
11. Sales Manager
12. Sales Persons
13. Station Attendant
14. Waiter/Waitress
15. Welder

Professional Employment Agency

1. Agricultural Research Assistant
2. Announcer
3. Auditor Trainee
4. Baker
5. Bookbinder
6. Cleaner and Presser
7. Drafter/Design
8. Distributor
9. Electrician
10. Lawyer
11. Manager
12. Movie Projectionist
13. Reporter/Proofreader
14. Shoe Repair Apprentice
15. Teacher

Tyler Health Services

1. Computer Programmer
2. Dental Technician
3. Family Nurse
4. Gardener/Custodian
5. Licensed Practical Nurse
6. Maintenance Worker
7. Photographer
8. Physician's Assistant
9. Receptionist
10. Security Guard

JOB DESCRIPTIONS: COUNTY GOVERNMENT PERSONNEL

1. COMPILER
    A. Activities/Responsibilities
        1. Collects information from surveys, opinion polls, census reports
        2. Gathers/organizes names, addresses and vital statistics of residents for county records
        3. May prepare graphs or charts
        4. May use typewriter and/or duplicating equipment to collect and duplicate information
    B. Qualifications
        1. High school mathematics
        2. Use telephone and some office machinery
        3. Categorize/order information
        4. Light typing skills

2. CONSTRUCTION WORKER
    A. Activities/Responsibilities
        1. Combinations of light and heavy work involving taking measures, driving stakes, building forms and blocks, using hammer, saw, and levels.
        2. Erect shorring and braces, mix and pour concrete, and do rough painting
    B. Qualifications
        1. Moderate strength to do lifting
        2. Able to read measurements
        3. Take directions from supervisors
        4. Work with a partner

3. COURT REPORTER
    A. Activities/Responsibilities
        1. Records examination testimony, opinions, charges and sentences and other proceedings of the court, manually or through machine shorthand
        2. Reads portions of the transcript during the trial at request

        3. Transcribes recorded material, using the typewriter or dictaphone

    B. Qualifications
        1. Type 60 words a minute without mistakes
        2. Take and read shorthand
        3. Read with clarity when called upon in court

4. LIBRARIAN
    A. Activities/Responsibilities
        1. Maintains library collection of books, periodicals, documents, films, recordings and other materials
        2. Furnishes information on library activities, facilities, rules and services
        3. Assists in locating and obtaining materials as well as checking in and out said materials
        4. Assembles and arranges displays of books and materials for user audience

    B. Qualifications
        1. Read and order groups of information
        2. Interact well with the public
        3. Learn the filing and coding systems for the library
        4. Eye for form and color to arrange displays

5. MAINTENANCE ASSISTANT
    A. Activities/Responsibilities
        1. Assist in repairing and maintaining the buildings, machinery and equipment of the governmental agency
        2. No prerequisite knowledge is required although must be trainable

    B. Qualifications
        1. Able to follow directions
        2. Work with a partner
        3. Have an understanding of mechanical operations
        4. Comfortable in doing repetitive work

6. MECHANIC
   - A. Activities/Responsibilities
      1. Repairs, assembles, tests and services power equipment for the employing agency
      2. Uses hand tools and testing devices in order to diagnose and repair difficulties
      3. Understands the mechanical workings of motorcycles and trucks
   - B. Qualifications
      1. Take directions
      2. Disassemble and reassemble mechanical entities
      3. Use testing tools from micrometers to electrical indicators
      4. Use hand tools

7. PRINTER
   - A. Activities/Responsibilities
      1. Work in print shop particularly on offset printing machine to print county forms, envelopes, letterhead, ballots, records, and other work for the county government.
      2. Service and repair the machine as needed
      3. Handle all phases of the printing operation from design through layout and compilation, and distribution of the final product
   - B. Qualifications
      1. Training on an offset printing machine
      2. Feeling for form and color
      3. Mechanical aptitude and ability to repair machines
      4. Pride in the product

8. SOCIAL WORKER
   - A. Activities/Responsibilities
      1. Work in the community action program to overcome social conditions that tend to cause juvenile delinquency and to provide guidance to juveniles
      2. Aid the civil authorities, specifically the court, in dealing with cases that come before it

    3. Refer clients to the appropriate agency within the community so they can better be served
    4. Work with the family of the client

B. Qualifications
    1. Easy manner around people
    2. Ability to interact with and understand what people mean when they speak
    3. Ability to read and fill out forms
    4. Knowledge of the service agencies within the community

9. SWITCHBOARD/DISPATCHER
    A. Activities/Responsibilities
        1. Monitors communications through county agencies to insure that the inquirer speaks with the appropriate person and that phone calls are made upon demand
        2. Keeps a record of long distance calls
        3. Takes incoming information accurately and relays that information to the service agency unit that is in the area or is the designated unit to handle the situation
    B. Qualifications
        1. Ability to think clearly and quickly
        2. Ability to listen carefully and record information accurately
        3. Strong, clear voice

10. TAX CLERK
    A. Activities/Responsibilities
        1. Keep records of tax payers, insuring that assessment of personal property is made and applying the state and local tax tables to that property
        2. Handle the billing for the personal property tax
    B. Qualifications
        1. Read and understand tax tables
        2. Interact with the public
        3. Able to file accurately

FIRST NATIONAL BANK

1. ACCOUNTING CLERK
    - A. Activities/Responsibilities
        1. Performs a variety of routine calculating, posting and typing duties related to accounting, including routine business actions, payrolls, pay vouchers, and accounts
        2. Computes and keeps records of account statements
    - B. Qualifications
        1. File accurately
        2. Type 20 words a minute accurately
        3. Have high school mathematical background
        3. Have advanced training in bookkeeping

2. COMPUTER OPERATOR
    - A. Activities/Responsibilities
        1. Operates the computer making minor mechanical adjustments and accessing and entering data into the computer banks
        2. Responsible for cataloging the information and accessing information upon demand
    - B. Qualifications
        1. Advanced training in computer programming
        2. Mathematical ability
        3. Organizational ability

3. DRAFTER
    - A. Activities/Responsibilities
        1. Constructs and analyzes constructions, drawings, topographical profiles and related maps for the planning and construction of buildings, damage areas, and planned communities
        2. Determines the costs and problems involved in carrying out the proposed construction
    - B. Qualifications
        1. Experience and training as a drafter
        2. Mathematical ability

   3. Knowledge of construction costs
   4. Technical language expertise in the area

4. KEYPUNCH OPERATOR
   - A. Activities/Responsibilities
     1. Operates alphabetical and numerical keypunch machine similar to an electric typewriter
     2. Transcribes data from material to punched cards or tape
     3. Loads the machine with decks of cards; removes jammed cards
     4. Makes minor repairs
   - B. Qualifications
     1. Manual dexterity
     2. Eye-hand coordination

5. LOAN OFFICER
   - A. Activities/Responsibilities
     1. Examines and evaluates applications for lines of credit, installment credit, commercial real estate and consumer loans
     2. Reviews applications for completeness, analyzes applicant's financial status, and ability to pay
     3. Recommends action on the loan, handles foreclosure proceedings if payments are not registered
   - B. Qualifications
     1. Business economics or banking experience
     2. Ability to interact with people
     3. Ability to assess value of property and family budgets

6. MESSENGER/COURIER
   - A. Activities/Responsiblities
     1. Delivers messages, documents, packages and other items between departments and within various locations for this business or between businesses
     2. Handles money transactions and delivery by company car
     3. Keeps logs of items received and delivered
     4. Obtains receipts for articles delivered and processes incoming mail

B. Qualifications
   1. Ability to take directions
   2. Dependability
   3. Ability to drive

7. NOTARY PUBLIC
   A. Activities/Responsibilities
      1. Performs the public service of witnessing, certifying, attesting to and validating signatures on documents
      2. Keeps records of official acts
      3. In clerical responsibilities must file and keep track of various transactions
   B. Qualifications
      1. License as a notary
      2. Ability to file
      3. Ability to interact with people
      4. Ability to establish and maintain a recordkeeping system

8. PUBLIC RELATIONS
   A. Activities/Responsibilities
      1. Develops promotional materials to assist the firm in planning effective campaigns to promote the firm's services
      2. Assists in acquiring new accounts
      3. Designs strategies to eliminate difficulties encountered with depositors who have complaints
   B. Qualifications
      1. Ability to interact with people
      2. Verbal skills
      3. Good presentation of self

9. SECRETARY
   A. Activities/Responsibilities
      1. Schedules appointments, gives information to callers, takes dictation and otherwise relieves officials of clerical work as well as minor administrative and business detail

B. Qualifications
   1. Ability to type 40-60 words a minute accurately
   2. Ability to interact pleasantly with the public
   3. Shorthand skills
   4. Ability to arrange a time-table and keep appointments straight

10. TELLER TRAINEE
   A. Activities/Responsibilities
      1. Receives and pays out money
      2. Keeps records of money and negotiable instruments which involve various bank transactions, including receiving checks and cash, verifying the amount, and examining the documents for signatures
   B. Qualifications
      1. High school mathematical ability
      2. Pleasant manner with the public
      3. Visual recognition skills for money and documents

1. ADMINISTRATIVE ASSISTANT
   A. Activities/Responsibilities
      1. Aids the executive staff by coordinating office services such as personnel, budget control, housekeeping, records control and in-house studies
      2. Simplifies reporting procedures, analyzes operating procedures, and creates new systems and procedures when called for
      3. Prepares reports including conclusions and recommendations for the solution of administrative problems
      4. Issues and interprets operating policies
      5. Assists in the preparation of budget needs and annual reports
      6. Assists in interviewing job applicants and conducting orientation of new employees
   B. Qaulifications
      1. Supervisory skills
      2. Ability to interact well with people
      3. Verbal and reading skills

2. ADVERTISING AGENT
   A. Activities/Responsibilities
      1. Plans advertising campaigns to promote the sale of company products
      2. Consults with company officials, sales department and other advertising agencies to develop these promotional plans
      3. Plans and designs brochures and manuals for publication, reviews and proofreads layout and copy before advertisement is printed
      4. Works up advertising budget
      5. Prepares brochures for publication
   B. Qualifications
      1. Feel for shape and form
      2. High school mathematics ability
      3. Ability to interact, communicate and persuade the public

3. BAGGERS
   - A. Activities/Responsibilities
     1. Wraps packages in a protective cloth or paper covering and delivers packages to the customer's vehicle
     2. Serves as stockroom assistant, helping to keep track of inventory and replacing used material
   - B. Qualifications
     1. Attention to the care of the product purchased by the customer
     2. Easy manner with customers
     3. Light lifting ability

4. DESIGNER
   - A. Qualifications
     1. Develops the sketches and plans for future products, particularly consumer goods
     2. Suggests what materials these products should be made of, at what cost, indicates the combination of fabrics of materials and the color scheme
     3. Attends to regional and national marketing surveys to determine what designs are popular with the consumer
   - B. Qualifications
     1. Artistic ability
     2. Ability to draw conclusions from data
     3. Imagination

5. LABORER
   - A. Activities/Responsibilities
     1. Operates hand tools such as shovels and picks under the direction of a supervisor
     2. Assists in the construction of buildings
   - B. Qualifications
     1. Moderate amount of strength
     2. Endurance
     3. Ability to take directions
     4. Ability to work with a companion

6. LAYOUT ARTIST
    A. Activities/Responsibilities
        1. Develops the design that will be used during advertising campaigns and on the pages of the catalogs for retail sales, indicating what pictures go where and what text goes with what pictures
        2. Pays attention to form, color and the impression these make on a potential customer
    B. Qualifications
        1. Ability to deal with shape, form, and the written word
        2. Limited artistic ability
        3. Determination to complete a job once started

7. MACHINIST
    A. Activities/Responsibilities
        1. Installs and maintains heavy machinery within the factory or industry
        2. Knows how to read blueprints and plans for the installation of machinery
        3. Supervises the work of laborers who assist in the construction of the industrial area
    B. Qualifications
        1. Ability to read blueprints
        2. Some drafting and mechanical drawing ability
        3. Ability to use hand tools
        4. Ability to take and understand directions

8. MANAGER TRAINEE
    A. Activities/Responsibilities
        1. Performs assigned duties in business organization to gain knowledge and experience for promotion to a management position
        2. Participates in work in various departments throughout the firm, performing various duties under close supervision and becoming acquainted with the work done in that area

B. Qualifications
   1. Ability to interact with people
   2. Supervisory ability
   3. Verbal and written skills

9. PLUMBER
   A. Activities/Responsibilities
      1. Assembles, installs and repairs pipes, fittings and fixtures of heating, water and drainage systems according to specifications of blueprints and plumbing codes
      2. Reads blueprints
      3. Cuts holes in floors and walls to accomodate the pipes and pipe fittings, using hand power tools
      4. Threads pipe, disassembles and assembles bowels and fittings as well as fixtures such as bathtubs, hot water heaters, garbage disposal units and dishwashers
   B. Qualifications
      1. Ability to read instructions
      2. Ability to read blueprints and floor plans
      3. Understanding of structural conditions of a building
      4. Ability to use hand tools
      5. Ability to solve mathematical puzzles

10. PRINT SHOP HELPER
   A. Activities/Responsibilities
      1. Assists any of the number of specialty areas in a print shop by gathering raw materials, carrying out the instructions of the professional and cleaning up after the job is done
      2. Serves as an apprentice which prepares the person through instruction and experience to master a specific craft or trade in the printing industry
   B. Qualifications
      1. Ability to work with others
      2. Ability to take directions
      3. Ability to perform repetitive tasks

11. SALES MANAGER

A. Activities/Responsibilities

1. Oversees the sales department staffs for the particular industry or employer
2. Interacts with other specialty areas such as marketing department to determine what sales techniques and what areas would be most appropriate
3. Directs staff in use of techniques and towards specific marketing areas
4. Determines with additional staff what product should be stressed, how, where, when

B. Qualifications

1. Supervisory ability
2. Ability to interact well with others
3. Ability to interpret their data and make practical, implementable recommendations based on said interpretations

12. SALES PERSONS

A. Activities/Responsibilities

1. Performs a combination of tasks including contacting and securing future accounts, taking orders, receiving payment for merchandise, keeping a record of the sales, preparing inventory of stock and ordering merchandise as it is expended
2. Utilizes detailed knowledge of specific characteristics of merchandise
3. Displays the merchandise using samples of catalog
4. Demonstrates the article if necessary and occasionally installs either displays, demonstrations, or the purchased product

B. Qualifications

1. Verbal skills
2. Ability to interact well with others
3. Ability to understand and persuade based on the product qualifications

13. STATION ATTENDANT

A. Qualifications

1. Refuels and oils motor vehicles such as trucks, buses, cars and motorcycles in the service facility
2. Compiles knowledge, records fuel consumption log and storage tank inventory of company vehicles
3. Provides service to customer vehicles and does light mechanical work

B. Qualifications

1. Ability to keep records
2. Eighth grade mathematical ability
3. Ability to make change
4. Pleasant manner when interacting with customer

14. WAITER/WAITRESS

A. Activities/Responsibilities

1. Serves food to patrons at counters and tables of dining establishments
2. Often presents the menus, answers questions and makes suggestions regarding food and service
3. Writes order on the check and relays it to the kitchen
4. Picks up and serves prepared food from the kitchen, observing guests to fulfill any additional requests they may have
5. Totals the bill and accepts payment from the patron

B. Qualifications

1. Ability to interact with the customer
2. Coordination to permit the serving of food
3. Ability to remember menu items and make suggestions based on previous experience
4. Eighth grade mathematical ability

15. WELDER

A. Activities/Responsibilities

1. Welds metal parts together according to layouts, blueprints or work orders, using any of the series of welding processes

2. Performs related tasks such as flame cutting and grinding and may repair broken or cracked parts, drill holes or increase the size of metal parts

B. Qualifications

1. Ability to work with hand tools
2. Ability to measure
3. Ability to recognize a finished and useful product

PROFESSIONAL EMPLOYMENT AGENCY

1. AGRICULTURAL RESEARCH ASSISTANT
    A. Activities/Responsibilities
        1. Cultivates crops and attends to animals according to specific instructions of research workers to carry out experiments in animal husbandry, agronomy, and other branches of agriculture
        2. Feeds and waters the animals and cleans the holding area
        3. Prepares the soil, plants, cultivates and harvests the crops
        4. Collects seeds and keeps notes on whatever experiments might be underway
    B. Qualifications
        1. Ability to follow directions
        2. Ability to work outside
        3. Appreciation for living things
        4. Ability to take some notes or remember specific detail

2. ANNOUNCER
    A. Activities/Responsibilities
        1. Announces information of interest to patrons of the broadcasting station including introducing various types of programs, interviewing guests, acting as a master of ceremonies
        2. Reads news flashes, identifies the station by call letters and reads commercials
        3. Describes public events such as parades and conventions, often speaking extemporaneously
        4. May also keep records of programs in which they participate as well as selling time, writing scripts and working in the control room
    B. Qualifications
        1. Verbal ability
        2. Ability to read well
        3. Clear and unincumbered voice

3. AUDITOR TRAINEE
   A. Activities/Responsibilities
      1. Performs the assisting tasks while observing practicing auditors in order to learn the trade
      2. Examines and analyzes accounting records of establishments and prepares reports concerning their financial statement and operating procedures
      3. Inspects items in the books, determines if proper procedure in recording transactions is followed, counts cash on hand, inspects notes receivable and payable and cancelled checks
   B. Qualifications
      1. Some supervisory skills
      2. Record keeping ability
      3. College mathematics
      4. Bookkeeping training
      5. Acquaintance with systems problems

4. BAKER
   A. Activities/Responsibilities
      1. Moves and distributes bakery supplies and products in and around the production area
      2. Weighs and measures ingredients, lifts and dumps containers of materials to help load and unload machines
      3. Feeds dough into machines, cleans equipment, greases pans, operates ovens, packs distributors' boxes or distributes the items
   B. Qualifications
      1. Some lifting
      2. Ability to make measurements
      3. Ability to take directions

5. BOOKBINDER
   A. Activities/Responsibilities
      1. Binds covers to books or pamphlets and performs book finishing operations
      2. Attaches headbands
      3. Embosses titles
      4. Chooses fabrics for covers
   B. Qualifications
      1. Ability to use hand tools and machines
      2. Knowledge of the alphabet

6. CLEANER AND PRESSER
   A. Activities/Responsibilities
      1. Operates pressing equipment and sewing machine and uses chemical cleaning agents to press, alter, and repair and clean garments for customers
      2. Inspects garments for spots and removes them
      3. Reshapes and blocks knitted and other garments using machines, repairs tears, packages items upon completion, and may be involved in collection of charges or delivery of clothes to the customer
   B. Qualifications
      1. Ability to match garment to proper cleaning and pressing technique
      2. Ability to use machinery
      3. Ability to make change
      4. Ability to interact pleasantly with customers

7. DRAFTER, DRAFTER/DESIGNER
   A. Activities/Responsibilities
      1. Creates drawings to assist in the development of experimental ideas involving research engineers
      2. Uses specifications and sketches and employs knowledge of engineering theory and the applications to solve mechanical and fabrication problems

B. Qualifications
  1. Knowledge of drafting techniques
  2. Inventive mind
  3. Curiosity
  4. Understanding of engineering theory

8. DISTRIBUTOR
  A. Activities/Responsibilities
    1. Packages and delivers products to retailers from wholesaler or producer of products
    2. Responsible for routing products, for seeing that the billing and receipt is accomplished efficiently, and for meeting deadlines upon receipt
  B. Qualifications
    1. Ability to keep track of inventory
    2. Ability to drive
    3. Ability to take directions

9. ELECTRICIAN
  A. Activities/Responsibilities
    1. Plans layout and installs and repairs wiring, electrical fixtures and control equipment
    2. Prepares sketches showing location of all wiring and equipment and/or follows diagrams or blueprints prepared by others
    3. Measures, cuts, bends and assembles through use of hand and power tools whatever equipment is necessary to complete the wiring task
    3. Connects power, repairs faulty equipment and checks to be sure that all fixtures are in proper order before completing project
  B. Qualifications
    1. Some mechanical abilities and ability to take directions
    2. Ability to either sketch or work from blueprints
    3. Understanding of the principles of electricity

10. LAWYER
   A. Activities/Responsibilities
      1. Conducts suits, draws up legal documents and advises clients on rights and practices under the law
      2. Advises corporations concerning their obligations and privileges
      3. Examines data to determine advisability of defending or prosecuting a law suit
      4. Often acts as agent of a corporation in various transactions
   B. Qualifications
      1. Excellent reading ability
      2. Good deductive logic
      3. Advanced training and a law degree

11. MANAGER
   A. Activities/Responsibilities
      1. Plans the activities and oversees the discharge of responsibilities within his particular realm of concern in a business or industry
      2. Supervises employees, makes decisions concerning sales of products or provision of services, the security of necessary items from wholesalers and interacting with the patron or consumer
   B. Qualifications
      1. Supervisory ability
      2. Ability to interact with persons of various levels
      3. High school mathematical background
      4. Accounting skills

12. MOVIE PROJECTIONIST
   A. Activities/Responsibilities
      1. Receives film and inspects for breakage
      2. Threads film on reels

    3. Operates projectors, sound equipment, light equipment, and focus equipment
    4. Changes reels to insure flow of the film
    5. Repairs or splices film as needed

B. Qualifications

    1. Some mechanical ability
    2. Interest in the visual arts

13. REPORTER/PROOFREADER

A. Activities/Responsibilities

    1. Collects and analyzes facts about newsworthy events by interview, investigation, observation and writes stories conforming to prescribed editorial techniques and formats
    2. Takes notes, reads publicity releases and carefully relates the facts to the broader audience
    3. May transmit details to a colleague and/or take photographs
    4. Carefully checks stories to be sure words, sentences, paragraphs and thoughts are coherent and complete

B. Qualifications

    1. Good writing ability
    2. Ability to interact with others
    3. Ability to organize data and draw valid conclusions from that data

14. SHOE REPAIR APPRENTICE

A. Activities/Responsibilities

    1. Assists the shoe repairer in repairing or refinishing shoes following customer specifications or according to the nature of the damage or type of shoe
    2. Uses hand and power tools to sand, cut, glue, shape, or trim any of the shoe material that requires attention

B. Qualifications

    1. Ability to follow directions
    2. Ability to use some hand and power tools
    3. Ability to enjoy somewhat repetitive work

15. TEACHER

A. Activities/Responsibilities

1. Instructs students in one or more subjects such as English in school through lectures, demonstrations and audio-visual aids
2. Prepares outline for the course, assigns lessons and corrects papers
3. Conducts evaluation, keeps attendance record, maintains discipline in the class and attends to professional duties such as organization and curriculum development within the school

B. Qualifications

1. Ability to interact with others
2. Advanced degree in specialty area

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TYLER HEALTH SERVICES

1. COMPUTER PROGRAMMER
    - A. Activities/Responsibilities
        1. Transforms request for information from any department within the organization into the appropriate commands to the computer that permits access of that information from the computer band
        2. Writes instructions in the appropriate computer language, processes programs and data decks, stores information into the computer for future retrieval purposes
    - B. Qualifications
        1. Ability to learn computer language
        2. Ability to think logically
2. DENTAL TECHNICIAN
    - A. Activities/Responsibilities
        1. Constructs and repairs dental appliances according to dentist's prescription
        2. Constructs crowns, bridges, false teeth
        3. Uses hand and power tools designed for dental work as well as data items such as color scales
    - B. Qualifications
        1. Advanced training in dental technology
        2. Ability to perform repetitive work
        3. Ability to follow directions
3. FAMILY NURSE
    - A. Activities/Responsibilities
        1. Performs specialties in the care and tending of family problems sometimes a live-in member of the family to carry out special prescribed care
        2. Takes notes, tends to the needs of the pateints, keeps records, administers medicine, and performs any other chores that may be necessary

B. Qualifications

1. Nursing degree
2. Ability to interact with people
3. Patience and understanding

4. GARDNER/CUSTODIAN

A. Activities/Responsibilities

1. Maintains the grounds of establishment performing a combination of tasks such as cutting, trimming, pruning, spraying, raking, shoveling, planting, watering and repairing plants, walks, fences, out buildings, ditches, and other physical entities

B. Qualifications

1. Ability to work outdoors
2. Attention to detail
3. Ability to enjoy and complete repetitive work
4. Ability to use hand and power tools

5. LICENSED PRACTICAL NURSE

A. Activities/Responsibilities

1. Cares for patients and children in private homes and hospitals and industrial plants performing duties such as bathing and dressing bed patients, combing hair and otherwise attending to comfort and personal appearances
2. Cleans room, changes bed linens, takes and records temperature, pulse, respiration rate and gives prescribed medication
3. Performs other duties such as preparing food, sterilizing equipment, giving injections and other household duties as may be required

B. Qualifications

1. Enjoy caring for people
2. Follow directions
3. License to perform tasks
4. Ability to be around and interact with persons who need special care

6. MAINTENANCE WORKER
   A. Activities/Responsibilities
      1. Keeps buildings and grounds in clean and orderly condition, maintains and repairs utility systems and physical structures
      2. Makes structural repairs, engages in grounds keeping activities, operates hand and power tools and inspects completed work for conformance to specifications
   B. Qualifications
      1. Strength
      2. Enjoyment of repetitive work
      3. Ability to work indoors or outdoors
      4. Ability to use hand and power tools

7. PHOTOGRAPHER
   A. Activities/Responsibilities
      1. Photographs persons, products, scenes or other articles to make permanent record
      2. Arranges equipment such as lights and shades, loading film, setting camera angle, distance, focus and light, taking pictures, unloading film, developing film, printing film
      2. Often sells or distributes the product
   B. Qualifications
      1. Abilities for form, light, texture and shape
      2. Ability to follow directions
      3. Ability to perform repetitive tasks
      4. Ability to interact with potential clients

8. PHYSICIAN'S ASSISTANT
   A. Activities/Responsibilities
      1. Assists the physician in caring for patients by performing such tasks as routine monitoring of patient, recording of special records
      2. Supervises prescribed activities for the patient and performs other tasks as specified

B. Qualifications
   1. Enjoy caring for others
   2. Ability to take directions
   3. Some advanced training in medical technique and protocol

9. RECEPTIONIST
   A. Activities/Responsibilities
      1. Receives clients or customers entering an establishment to determine their wants and direct them accordingly
      2. Answers phone and refers caller to correct person within the establishment
      3. Often makes future appointments and answers inquiries
      4. Performs a variety of clerical duties including clerk, typing, receiving and distributing mail and messages
   B. Qualifications
      1. Ability to keep order
      2. Ability to interact pleasantly with the public
      3. Ability to follow instructions

10. SECURITY GUARD
   A. Activities/Responsibilities
      1. Carries out security procedures for a particular firm or organization in order to insure that inappropriate behavior does not occur as perpetrated by outsiders
      2. Patrols the premises, answers questions relative to the services of the establishment and directs patrons and employees as needed
      3. Warns violators of the rule infraction; makes regular reports on irregular activities
   B. Qualifications
      1. Ability to keep order
      2. Ability to follow directions
      3. Ability to note activities or behaviors that are outside the prescribed rules

INTERVIEW GUIDE

In general, be patient in asking the questions and don't be afraid to wait for an answer. You will want to seek out (a) work qualifications, (b) job qualifications, (c) general attitude, and (d) what the person is interested in doing. You might design a sheet on which to record answers like this:

Job ______________________ Company ______________________
Qualifications _____________
Résumé ____________________

Questions:

1.
2.
3.

---

1. Why did you choose your particular field of work?
2. What experience, skills, or qualifications do you feel especially qualify you for work with us?
3. What is your educational background?
4. What special qualifications do you have that make you feel you will be successful in this job?
5. Will you summarize how you reconcile your work experiences with your potential?
6. Will you describe how well you performed in your previous jobs?
7. What do you think determines a person's progress in a chosen field?
8. Describe what you think a supervisor should be like.
9. What type of work do you like?
10. What kind of hours do you prefer?
11. What job in our business do you want to work toward?
12. For what general pay range are you willing to work?
13. How long do you plan to work here?
14. Do you prefer working with others or by yourself?
15. What are your future vocational plans?
16. Are there any other details or accomplishments you think we should consider in reviewing your application?

SPECIFIC JOB QUESTIONS

In addition to the general interview questions, each employer will need to design several specific questions to ask applicants that are key to specific jobs available within that organization. The following several examples can serve as guides.

Switchboard/Dispatcher

Can you be pleasant and courteous under all circumstances?
Do you think you have a good memory? Good vocabulary and diction?
Are you familiar with switchboard equipment?
Are you looking for an opportunity to advance within the telephone company?
Do you object to holiday or weekend work?

Agricultural Research Assistant

Have you had any courses or training related to livestock feeding and management?
Are/were you a member of the Future Farmers of America, 4-H, or any other clubs?
Did you grow up on a farm? If so, what types of farming techniques did you learn at home?
Have you had any experience in agricultural research?
Do you have a desire to continue agricultural work in the area of research?

Computer Programmer

What computer languages do you know? In what languages do you have practical experience?
Do you think you have a logical mind?
Do you think you have enough background to learn other computer languages quickly?
What is the most important thing you did for your career in programming in the last years?

– EMPLOYER'S USE –

DEPARTMENT

STARTING DATE PAY

APPLICATION FOR EMPLOYMENT
TYLER COUNTY GOVERNMENT

(PLEASE ANSWER ALL QUESTIONS)

– EMPLOYER'S USE –

BRANCH LOCATION

POSITION

NOTICE: Applicant should read the following information carefully before filling out any of the questions in this form. Title VII c Civil Rights Act of 1964, as amended, prohibits discrimination in employment because of race, color, sex, religion, or national origin. also illegal to discriminate in employment of persons because of their age if over 40 but less than 65 years of age.

WE ARE AN EQUAL OPPORTUNITY EMPLOYER

NAME LAST	FIRST	MIDDLE	DATE BORN	SOCIAL SECURITY NUMBER
PRESENT ADDRESS	CITY	STATE	ZIP CODE	

How Long Have You Lived at the Above Address? YEARS ____ MONTHS ____ Telephone No. AREA CODE (   )

PREVIOUS ADDRESS CITY STATE ZIP CODE How Long? YEARS ____ MONTHS ____

Position Applied For? ____ Date You Can Start ____ Salary Desired ____

Are You Applying For ☐ Full Time ☐ Part Time ☐ Temporary? Referred By ____

If Related to Anyone in This Organization, Give Name ____

EDUCATION

SCHOOLING	NAME AND LOCATION OF SCHOOL	FROM		TO		GRADUA	
		MO.	YEAR	MO.	YEAR	YES	
ELEMENTARY							
HIGH SCHOOL							
COLLEGE OR UNIVERSITY							
OTHERS (Specify)							
MILITARY SERVICE SCHOOLS ATTENDED							

MILITARY SERVICE RECORD	VETERAN ☐ YES ☐ NO	BRANCH	FROM	TO	HIGHEST RANK	Honorable ☐ YES Discharge ☐ NO	Any Unfilled Military Obligation? ☐ ☐

LIST THE OFFICE SKILLS AND/OR PLANT AND SHOP MACHINES YOU ARE QUALIFIED TO OPERATE:

1. ____ 3. ____ 5. ____

2. ____ 4. ____ 6. ____

(APPLICANT TO ANSWER ONLY IF APPLYING AS A DRIVER OR VEHICLE OPERATOR)

Check the Types of Vehicles You Are Qualified, Through Experience, To Operate:

☐ Passenger Car ☐ Light Truck ☐ Heavy Truck or Tractor; Other ____

Driver's License No. ____ State ____ Expires ____ Ever Suspended or Revoked? ____

Do You Operate an Automobile? ☐ Yes ☐ No. If Yes, Give Make and Year ____

Do You Have Auto Insurance? ☐ Yes ☐ No. Has It Ever Been Cancelled or Renewal Refused? ☐ Yes ☐ No

How Many Convictions For Moving Violations Within Past 3 Years? ____

8-7b R9-74

(Continued on Reverse Side)

F-Grades 11/12-194

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(LIST BELOW YOUR LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST)

DATE MO/YEAR MO/YEAR	NAME AND ADDRESS OF EMPLOYER	PHONE NO.	POSITION	SALARY	REASON FOR LEAVING
1. / TO /					
2. / TO /					
3. / TO /					
4. / TO /					

Have You Ever Lost Time From Work Because of an Accident? ☐ Yes ☐ No If Yes, Explain ____________________

____

Have You Ever Collected Workmen's Compensation Benefits? ☐ Yes ☐ No ____________________

Are You Willing To Take a Physical Examination at Our Expense? ☐ Yes ☐ No ____________________

Have You Ever Applied To This Company Before? ☐ Yes ☐ No Where ____________________ When ____________________

Are You Now Employed? ☐ Yes ☐ No Where? ____________________

May We Inquire of Your Present Employer? ☐ Yes ☐ No Telephone No. ____________________

IN CASE OF EMERGENCY NOTIFY – (NAME, ADDRESS, PHONE)

____

1. I Authorize Investigation of All Statements Contained in This Application.
2. I Understand That Misrepresentation or Omission of Facts Called For is Cause For Dismissal and That My Employment is Substantially Dependent on Truthful Answers to the Foregoing Inquiries.
3. I Have Read These Statements and Answers To These Inquiries. ☐ Yes ☐ No

Date ____________________ Signature ____________________

DO NOT WRITE – EMPLOYER'S USE

EMPLOYERS

1. ____________________
2. ____________________
3. ____________________
4. ____________________

DATE	INTERVIEWED BY	APPEARANCE	CHARACTER	PERSONALITY	ABILITY

REMARKS:

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APPLICATION FOR EMPLOYMENT
FIRST NATIONAL BANK OF TYLER

FNBT DOES NOT DISCRIMINATE IN HIRING OR EMPLOYMENT ON THE BASIS OF RACE, COLOR, CREED, NATIONAL ORIGIN, SEX, OR AGE. NO QUESTION ON THIS APPLICATION IS INTENDED TO SECURE INFORMATION TO BE USED FOR SUCH DISCRIMINATION.

PLEASE ANSWER EVERY QUESTION. USE INK.

PLEASE PRINT

NAME ______ FIRST MIDDLE LAST

DATE ______

TELEPHONE NUMBER ______

HOME ADDRESS ______ NUMBER STREET

LENGTH OF TIME AT THIS ADDRESS ______

______ CITY STATE ZIP CODE

DRIVER'S LICENSE ______ STATE NUMBER EXPIRES

SOCIAL SECURITY NUMBER ______

List previous addresses within the United States, except Military, if address changed during the past 5 years.

______ NUMBER STREET CITY STATE FROM (DATE) TO

______ NUMBER STREET CITY STATE FROM (DATE) TO

______ NUMBER STREET CITY STATE FROM (DATE) TO

From here on, please WRITE in your NORMAL HANDWRITING.

TYPE OF WORK DESIRED ______

SALARY EXPECTED ______

(CIRCLE)

PERMANENT TEMPORARY FULL-TIME PART-TIME ______ SPECIFY DAYS, HOURS IF PART-TIME SUMMER ONLY

DATE AVAILABLE FOR WORK ______

______ HOW WERE YOU REFERRED TO US?

HAVE YOU BEEN EMPLOYED HERE PREVIOUSLY? ☐ NO ☐ YES WHEN? ______

HAVE YOU EVER APPLIED HERE BEFORE? ☐ NO ☐ YES WHEN? ______ 909

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MARITAL STATUS

NAME OF HUSBAND OR WIFE

DATE OF BIRTH

OCCUPATION OF HUSBAND OR WIFE, NAME OF HIS OR HER EMPLOYER

Have you ever been convicted of a criminal offense involving dishonesty or breach of trust (including but not limited to robbery, embezzlement, forgery, perjury, tax evasion, etc.)? ☐ NO ☐ YES, please explain:

WHAT RELATIVES OR FRIENDS HAVE YOU IN OUR BANK?

IF RELATIVE, STATE RELATIONSHIP

EDUCATION

NAME	ADDRESS	CITY	STATE	Major Course or Subject	Circle last year completed	If graduated month & year	Degree
HIGH SCHOOL OR PREPARATORY					1 2 3 4		
BUSINESS SCHOOL					1 2 3 4		
COLLEGE					1 2 3 4		
GRADUATE WORK					1 2 3 4		

LIST SCHOLASTIC HONORS, OFFICES HELD, AND ACTIVITIES IN HIGH SCHOOL:

LIST SCHOLASTIC HONORS, OFFICES HELD, AND ACTIVITIES IN COLLEGE:

IF YOU DID NOT GRADUATE, WHY DID YOU LEAVE SCHOOL OR COLLEGE?

ARE YOU PLANNING TO PURSUE FURTHER STUDIES? ☐ YES ☐ NO ☐ DAY SCHOOL ☐ NIGHT SCHOOL

IF SO, WHEN, WHERE AND WHAT COURSES:

MILITARY SERVICE RECORD

HAVE YOU SERVED IN THE ARMED FORCES OF THE UNITED STATES? ☐ YES ☐ NO

DATE OF ENTRY IN SERVICE ____ RANK AT ENTRY ____ BRANCH OF SERVICE ____

DATE OF DISCHARGE ____ RANK AT DISCHARGE ____ TYPE OF DISCHARGE ____

ARE YOU AT PRESENT IN ANY ACTIVE OR INACTIVE RESERVE OR THE NATIONAL GUARD? ☐ YES ☐ NO

IF SO, WHAT UNIT ____ RANK ____

HEALTH RECORD

STATE ANY ILLNESS IN THE PAST THREE YEARS AND GIVE APPROXIMATE DATE, DURATION, AND NAME OF ATTENDING PHYSICIAN:

HOW MANY DAYS DID YOU LOSE FROM SCHOOL OR WORK THIS PAST YEAR? GIVE REASONS:

WHEN DID YOU LAST HAVE A PHYSICAL EXAMINATION? ____ FOR WHAT PURPOSE? ____ RESULT? ____

DO YOU HAVE ANY IMPAIRMENT OF SIGHT OR HEARING OR OTHER PHYSICAL DISABILITIES?

GIVE DETAILS

Is there any type of work which your physical condition prohibits, or have you ever been advised by a physician not to perform certain types of work?

IF SO, PLEASE EXPLAIN:

F-Grades 11/12-197 910

MILLWRIGHT'S INCORPORATED

APPLICATION FOR EMPLOYMENT

Date 19

Job Desired

Full or Part-T

Print Name in full (last) (first) (middle)

Social Security

Address: (street and number) (city) (state) (zip code)

Phone Number

Date of Birth: Height Weight Male ☐ Female ☐ Married ☐ Single ☐ Separated Divorced

Name of wife or husband: Occupation of wife or husband: No. of children: Their ages

Names of relatives or friends working for this company: Name Plant Name Plant

Have you ever worked for Cone Mills? Yes ☐ No ☐ Plant: Date:

Number of years of schooling completed: Last year attended: Name of school last attended: Address of school:

Date last treated by a doctor for serious illness or injury: Treated for:

Have you ever collected Workman's Compensation: Yes ☐

Do you have any physical disabilities or limitations? Yes ☐ No ☐ If yes, please describe:

Can you work any shift? Yes ☐ No ☐ Which shift do you prefer?

Have you ever been convicted of any law vi other than traffic violations? Yes ☐

Names of jobs you can do in a textile plant: How did you learn of this opening?

Have you served in the U. S. military forces? Yes ☐ No ☐ If yes, which branch? dates If no, what is present military status?

Type of discharge: Rank held at discharge: Type of work done in service:

EQUAL OPPORTUNITY EMPLOYER

EMPLOYMENT RECORD

DATES		FORMER EMPLOYERS (list last employer first)	TYPE OF WORK DONE	REASON FOR LEAVING	RATE PAY
From	To				
		Name Address			$ $
		Name Address			$ $
		Name Address			$ $
		Name Address			$ $

EMPLOYMENT STATEMENT (APPLICANT TO READ AND SIGN)

Upon request, I agree to submit to a physical examination by the company's medical staff and I understand that if I do not pass the examination I w not be retained.

I further understand that routine inquiries may be made concerning my character, general reputation, credit standing, personal characteristics and m of living. I hereby authorize such inquiries and I understand that upon my written request I am entitled to know the nature and scope of such inqui I certify that all information provided by me is true to the best of my knowledge, and I understand that any false statements may result in my disch from employment, whenever discovered.

It is understood this application for employment will remain active for 30 days. After 30 days, reapplication will be necessary.

Signature of applicant Interviewer Date

APPLICANT SHOULD NOT WRITE BELOW THIS LINE

T. R.	SRA	RH	LH	BH	A	VISION

J9786 Co. Rev. 4-74

APPLICATION	Professional Employment Agency	C.J.		
Please fill out in detail:		**Please read and sign reverse side**		

Last Name (Please Print) First Middle	Home Phone	$ Salary Desired	$ Least Acceptable	OFFICE USE ONLY: Date
Street Address	Emergency Phone	Positions Desired		A. G. 1st FEC
City State Zip Code	Business Phone			2nd FEC
Height | Weight | Apt. ☐ Home ☐	Spouse's Business Phone	Drivers License	Car—Year & Make	R.

	From	To	Courses & Degrees		
High School				Dependents & Ages	
College				U.S. Military Record, Rank, Dates	How Did You Hear of Us?
Special				Spouse's Name, Occupation & Employer	

Will You Accept Temporary Work? Yes ☐ No ☐

Will You Relocate? Yes ☐ No ☐

Will You Travel? Yes ☐ No ☐

How Extensive?

SKILLS:	
Typing—Manual	WPM
Typing—Electric	WPM
Stenography	WPM
Speed Writing	WPM

List all equipment that you can operate—
OFFICE MACHINES—EDP—OTHER:

OFFICE USE ONLY:

DATES	Employer and Address Give LAST Position First	Line of Business	Position Held and Superior	Income	Reason for Leaving
FROM /	1.			Salary	
				Comm.	
TO /				Exp.	
FROM /	2.			Salary	
				Comm.	
TO /				Exp.	
FROM /	3.			Salary	
				Comm.	
TO /				Exp.	
FROM /	4.			Salary	
				Comm.	
TO /				Exp.	

DUTIES. Give full duties and responsibilities of above positions BY NUMBER	SALES: Products Sold	Type of Trade Called on	Territory Covered
1.	1.		
2.	2.		
3.	3.		
4.	4.		

Form 1008 Printed in U.S.A.

An Equal Opportunity Employer

TYLER HEALTH SERVICES, INC.

1. Position(s) applied for ______________________________ Date ______________

2. Name ______________________________ **3. SOCIAL SECURITY NUMB**
(Last) (First) (Middle. If married, use maiden.)

4. Present Mailing Address ______________________________
(Street & No. or RFD) (City) (County) (State) (Zip Code

Permanent Mailing Address ______________________________
(Street & No. or RFD) (City) (County) (State) (Zip Code

Telephone: Home ______________ Business ______________ if none, where can you be reached by telephone? ________

5. CITIZENSHIP: ☐ U.S. ☐ Other—specify ______________
Type of Visa ______________

6. MILITARY SERVICE:
(A) Are you a veteran? ☐ Yes ☐ No
(B) Are you a widow of a veteran, or wife of a disabled veteran? ☐ Yes ☐ No
(C) Date of entry into active service ______________
(D) Date of separation from active service ______________
(E) Type of separation ______________
If you had more than one tour of duty, explain in Space No 17.

For Equal Employment Statistical Information Only

7. DATE OF BIRTH ______________
(Month) (Day) (Year)

8. ETHNIC BACKGROUND
☐ (A) American Indian
☐ (B) Black
☐ (C) Asian American
☐ (D) Spanish Surnamed American
☐ (E) White
☐ (F) Other ______________

9. SEX
☐ Male
☐ Femal

INDICATE ANSWER BY PLACING "X" IN PROPER COLUMN

	Yes	No
10. May inquiry be made of your present employer regarding your character, qualifications, etc?		
11. Have you any physical defect, disease, or disability? If *Yes*, explain in Space No. 17.		
12. Are you employed by the State of North Carolina?		
Have you filed an Application for Employment with the State of North Carolina within the last two years?		

	Yes	
13. Have you ever been convicted of a felony? If *Yes*, explain in Space No. 17.		
14. Are you related by blood or marriage to any person now employed by the State? If *Yes*, give name, relationship and agency in Space No. 17.		
15. Will you accept employment anywhere in the state? If *No*, list preferred areas in Space No. 17.		
16. Will you accept employment involving travel?		

17. Use this space to explain an answer (number answers to correspond to questions above; attach additional sheet if needed)

18. REFERENCES: If you wish to list references, please complete the following:

(A) Name ______________ Address ______________

(B) Name ______________ Address F-Grades 11/12-200 76

(C) Name ______________ Address 913

9. EDUCATION — Give your complete educational history below:

Elementary or High School	Name	Location	Ending Date Mo.____ Yr.____	Circle highest school year complet
				1 2 3 4 5 6 7 8 9 10 11 12

Did you either graduate from high school or pass the High School Equivalency Test? Yes ☐ No ☐

Education Beyond High School	Name and Location	Attended From Mo.	Attended From Yr.	Attended To Mo.	Attended To Yr.	Circle Number Years Completed	Credit Hours	Did You Graduate?	Degree or Diploma and Year Received	Major Subject
College or University						1 2 3 4				
Graduate or Professional						1 2 3 4				
Other Education, nternship, etc						1 2 3 4				

0. List fields of work for which you are licensed, registered, or certified, giving date(s) and source(s) of issuance.

1. List typing and shorthand skills, machines you can operate, and other skills in which you are proficient.

2. If the position applied for calls for specific courses, indicate courses and credits received.

3. EMPLOYMENT RECORD — Answer questions for each period of employment. Include military service and previous employment with the State of North Carolina. Failure to give complete information may result in rejection of your application. Begin with your present or last position. If more space is needed, use a continuation sheet.

. Title of present or last position ____ Starting salary ____ Last salary ____

Date employed		
Date separated		
Full-time	Years	Months
Part-time	Years	Months
If part-time, number of hours worked per week		

Name and title of supervisor ____ No. employees supervised by you ____

Employer ____ Address ____

Duties ____

Reason for leaving ____

. Title of next to last position ____ Starting salary ____ Last salary ____

Date employed		
Date separated		
Full-time	Years	Months
Part-time	Years	Months
If part-time, number of hours worked per week		

Name and title of supervisor ____ No. employees supervised by you ____

Employer ____ Address ____

Duties ____

Reason for leaving ____

Are you seeking permanent work? ____ Temporary work? ____ Last

Full time ____ Part time ____ What hours available? ____

Length of time interested in working here ____

Date available to begin working ____

Do you have any dependents? ____ If yes, please give relationship and ages: ____

If children, who will care for them? ____

How will you come to work? ____ 914 F-Grades 11/12-201

D. SPECIFIC SKILLS

Date Assigned________

Date Completed________

ACTIVITY 33

Job Routines

OBJECTIVE: Students will become acquainted with the necessary information a worker should know about job routines.

COMPLETION TIME: 50 minutes

EQUIPMENT AND MATERIALS: Paper, Pencils, Interview Form

INSTRUCTIONS:

The first step in succeeding on the job is learning the work routine. Choose a job that you are interested in and interview someone working in that job. Ask him/her the following questions:

1. What work are you responsible for?
2. When is your work due?
3. Who are the persons to whom you answer?
4. Discuss first day routines:
    a. Where do you report?
    b. What materials do you use?
    c. At what time are you to arrive at work?
    d. When do you leave?
    e. What are the company provisions for lunch, breaks, etc.
    f. Where are the work areas connected with your job?
    g. Where are the personnel with whom you must deal?
5. What are company routines and policies?
    a. What are the goods and services the company provides?
    b. What time schedules must be met?
    c. What is the job of the division you work for?

d. What are the policies for promotion, education allowances, overtime, vacation pay, etc.?

e. What specialized language (jargon) is used?

6. How much employee responsibility is required on different jobs?

7. What are the guidelines for employee loyalty to the company, supervisors, co-workers?

8. Who do you contact when:

   a. you are going to be late for work?

   b. you need to leave work early?

   c. a piece of equipment breaks down?

   d. you have a question about your pay?

   e. you have a question about company policy?

   f. you are not going to be able to complete an assignment on time?

   g. you are having trouble with a co-worker?

   h. you are having trouble with your immediate supervisor?

   i. you get hurt on the job?

   j. you need to order some materials?

   k. you want to ask for vacation time?

   l. you want to work overtime?

   m. you want to resign?

REVIEW/EVALUATION:

1. Why is it important to know job routines?

2. List some possible consequences of not knowing the job routine?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

Date Assigned__________

Date Completed__________

ACTIVITY 34

On-the-Job

OBJECTIVES:

1. Students will learn to identify good worker and good supervisor skills.
2. Students will learn interpersonal skills.

COMPLETION TIME: 20 minutes

EQUIPMENT AND MATERIALS: Rubber stamps, Ink pads, and Paper

INSTRUCTIONS:

Divide into 3-person teams and select a "supervisor". The teacher will distribute a printing set (ink pad, rubber stamp, and paper) to each team. Each team functions as the printing department of a large corporation. The supervisor sets "quality" and "quantity" standards and supervises a specific task for ten minutes. He/she then constructs a performance rating scale and conducts an evaluation interview with each of his/her workers. The workers then give an evaluation of their supervisor in setting performance standards, communicating effectively, and evaluating them.

REVIEW/EVALUATION:

Discuss your experiences in class.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

Date Assigned_________

Date Completed_________

ACTIVITY 35

Wrong Number

OBJECTIVES:
1. Students will learn about the use of the telephone on the job.
2. Students will learn to handle interpersonal problems.

COMPLETION TIME: 20 minutes

EQUIPMENT AND MATERIALS: Pencils, Paper

INSTRUCTIONS: Read the following situation and answer the questions about it:

A policy-holder in the insurance company where you work telephones asking for your boss. You tell the caller that your boss is out of the office for the day. The policy-holder insists on telling you his troubles. He is angry because your company purchased three new typewriters from a competing office machines company. He wonders why, since he is a policy-holder in your company, he is not given more consideration. He threatens to cancel his insurance.

1. What would you say to the caller?
2. How would you handle the situation?
3. Why is the telephone so important in business communication?
4. What drawbacks to communication may a telephone create?

REVIEW/EVALUATION:

1. List rules for telephone etiquette.
2. Describe a telephone communication breakdown which you experienced.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

Date Assigned________

Date Completed________

ACTIVITY 36

Body Talk

OBJECTIVE: Students will learn to interpret non-verbal cues.

COMPLETION TIME: one class period

EQUIPMENT AND MATERIALS: Emotion cards, Pencils, Paper

INSTRUCTIONS:

(To the Teacher) To help students learn to accurately "read" non-verbal communication, prepare a series of cards with different emotions printed on them. Include such emotions as anger, fear, jealousy, hate, despair, sadness, thoughtfulness, perplexity, nervousness, shyness, happiness, frustration, love, suspicion, suprise, joy, etc. Make four cards for each emotion. On one card write or draw a face, meaning they can only use the face to express the emotion. On another card, draw or write hands and arms, meaning they can only use the hands and arms to express the emotion. Draw or write hands, arms, legs and feet on the next card meaning they can only use the hands, arms, legs, and feet for expressing the emotion. On the last card, draw or write whole body, meaning they can use their whole body to express the emotion. Each emotion should have four different cards, corresponding to the different body parts mentioned above.

Describe the deck and the meaning of the words or symbols on them. Make sure that students are aware of what non-verbal communication is before beginning the game.

(To the Students) Play proceeds by shuffling cards and dealing five cards to each player (for seven players). Deal one less for each player over 7. The object of the game is to get rid of all your cards first.

The player to the dealer's left starts by choosing a card from his/her hand and following the directions on the cards, tries to get the other players to guess what the emotion is. At no time is the person acting out the emotion supposed to talk or verbalize. If this happens, that person loses his/her turn and play proceeds to the next player.

If a person chooses an anger card with hands and arms written on it, he/she must use only the hands and arms to express the emotion. If other body parts are used, that person loses his/her turn.

If someone in the group guesses the emotion, for example, anger, the person whose turn it was gets to turn his/her anger card face down on his/her discard pile. If that person also has other anger cards in his/her hand, he/she may also discard those, regardless of what body part is written or drawn on it. The person who guessed correctly may also discard any anger card in his/her hand. If the group fails to guess the emotion, the player whose turn it is must draw a card from the deck. The winner is the person who gets rid of his/her cards first.

REVIEW/EVALUATION:

1. It is said that from 65-75% of what we communicate to a person in speaking is non-verbal. How good were you at interpreting non-verbal communication?

2. Is it easier to decipher someone's message over the telephone or in person?

3. What can you tell about a person just by observing them? Try this on one of your classmates.

4. Describe a situation in which someone "missed the message" by listening to what someone said rather than the way they said it.

5. How does being able to interpret non-verbal communication help on the job? At home? At school? In social situations?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

Date Assigned__________

Date Completed_________

ACTIVITY 37

Personal Problems

OBJECTIVE: Student will learn to handle interpersonal problems on the job through role playing.

COMPLETION TIME: 1 week

EQUIPMENT AND MATERIALS: Paper, Pencils

INSTRUCTIONS:

Role play the following behaviors and the problem situations they create. Try to handle them the best you can.

Divide into groups and have someone role-play the boss, co-worker, or a customer while someone else role plays the worker. Then switch roles for the next role play.

(To the Teacher) Use a video camera to record and play the role plays if one is available.

Problem Situations:

1. Someone is in a bad mood.
2. Your appearance is criticized.
3. You are asked to work faster.
4. You are asked to do more than your job entails.
5. You are told to "do it this way."
6. You are told you are wrong and you know you are right.
7. You are expected to know how to do something that was not taught or explained to you.
8. You are constantly interrupted by questions or talking.
9. No talking is allowed in the work area.
10. You are treated as a baby because of your age.
11. People try to flatter you or are patronizing.
12. You must work with a snob.

13. Your sex becomes a factor in the way you are treated at work.

14. Racial or religious prejudice is present although not openly practiced.

15. You have to work with a know-it-all.

REVIEW/EVALUATION:

1. Get the class's reaction as to how well you handled your situation.

2. Why is getting along with the boss, co-workers, and customers important?

3. List some characteristics that make people pleasant to work with.

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL: All jobs

D. SPECIFIC SKILLS

Vocational Skill Training

Date Assigned__________
Date Completed_________

ACTIVITY 38

Occupation: Print Shop Helper

Task: Assisting other workers of the printing trade in any of the following tasks: setting type, operating printing presses, making plates, and binding materials.

Operations: Selecting and setting type, proofing and correcting, making mock-ups, preparing and operating a letterpress.

Composing, preparing, and shooting copy for offset printing.

Stripping negatives, burning plates, running copy and operating an offset press.

Preparing materials, storing, cutting, measuring, and binding as required in general print shop operations.

Skills:

Hand Composition

Identification of location of each character type, characters themselves, and their use; setting up job case techniques; identification of type by kind, family, series, and composition; identification of parts and proper use of a composing stick; setting, handling, proofing, correcting, and distributing a given job; making mock-ups.

Platen Press

Identification of safety rules, measuring system, identification of press types, relation of principle of their operation; press parts and explanation of purpose of each; inking of the press, placing of type form in press, adjustment of impression, setting of guide pins as required, feeding of press according to procedures required.

Introduction to Photo Composing

Basic paste-up operation, demonstrating skills on envelope, letterhead, and business card; identification of point system, layout materials and their use; explanation of thumb nail, rough, and comprehensive layout; revision of original paste-up letterhead, and paste into place; ruling of simple lines, a given simple form, a given complex form; laying in of color on prepared copy, preparation of halftone windows, outline of a given negative, and application of color art.

Camera Fundamentals

Identity of camera types and their characteristics, camera parts, and their use; explanation of light requirements; identity of maintenance requirements; setting up of camera to shoot line copy.

Dark Room Procedures

Identification of darkroom layout of equipment and supplies: preparation of tray solutions; identification of procedures for developing negatives, and types of films and paper; setting up of darkroom and assistance to camera operator.

Line Photography

Identification of fundamentals and functions of developer, stop bath, and fixer; and identification of proper processing preparation procedures; preparation of tray solutions, exposing and processing of a line negative; adjustment of lens, time exposure set; placement of film on vacuum back; processing of film, evaluation of negatives; identification of negatives for underexposed, overexposed, stained, poor copy, and uneven lightings; identification of film characteristics and film types; cleaning of camera, calculation of exposure, setting of camera scales, adjustment of focus of camera; production of negative and subsequent evaluation.

Basic Positives

Setting up of frames for a given positive, preparation of tray solutions, setting up of darkroom, exposing of print paper by proper procedure, development of paper by proper procedure, washing and drying of positive, evaluation of print.

Theory of Offset Printing

Identification of the operations of lithographic processes and procedures; transfer of ink and water, of ink to image area, of water to non-image area, of image from plate to blanket, of image from blanket to paper.

Identification and Use of Presses

Identification of the three main controls and their purpose, components of the dampening system and their use, components of the inking system and their use; cylinder components and their use; paper feeder adjustments and their use; labeling of a given drawing of parts of an offset duplicator machine.

Feed Systems

Preparation of duplicator for feeding and delivery operations; feeding of paper and adjustments as necessary; adjustment of vacuum to proper pull, adjustment of blow, double sheet eliminator, pile-height control of paper, pile positions controls; forwarding rollers for feed, side guides, and delivery mechanism; visual inspection of duplicator feeder, cylinders and delivery.

Dampening System

Relation of function of dampening unit; identification of dampening unit types, rollers and their function; selection and preparation of fountain solution; addition of required solution, dampening of rollers, adjustment of roller pressure; removal of old covers on rollers; installation of new covers; adjustment of pressure of roller.

Inking System

Identification of function of inking units, types of inking units, rollers and their purpose; addition of ink to fountain by proper procedure, inking up of rollers as required, pressure checked and adjustments made.

Basic Operations

Installation of plate to be printed, proper ink water balance, ink coverage, feeder and receiver operations checked during duplicator run; maintenance and agitation of ink for proper solution, duplicator speeds adjustment, reloading of feeder when required, removal of printed sheets; press clean up procedures; safety precautions; lubrication requirements, charts and manuals; location of oil holes and other parts to be oiled; cams, gear, motors, pumps, and sliding parts.

Plates and Masters

Knowledge of types of plates and their characteristics, methods of plate burning, installation and removal of plates; plate adjustments.

Stripping Procedures

Preparation procedures for stripping; laying out of the flat; knowledge of the method of stripping in negatives, opaquing process, taping process; cutting of windows; scribing lines, equipment and procedures.

Platemaking Procedures

Knowledge of plate types, characteristics, and function; general care of unused plates and exposed plates; supplies and equipment, their characteristics, safety and use; exposing procedures; developing procedures for 1 step; introduction to 2 step plate development process.

Handling and Storing Materials

Requirements of offset paper; paper making pulps, kinds and characteristics; paper making processes; reducing, beating, refining, sizing, loading, forming, and packaging; paper terms common to the trade; ream, package, piece, sheet, felt side, wire side, grain, and basis; types of paper, uses, basic size, and substance weights identification; housekeeping requirements of stock room; filing of stock; order and arrangement of materials in storage; safety while handling paper.

Paper Cutting

Addition, subtraction, multiplication, division of whole numbers, fractions, and decimals as applied to paper cutting; diagonal division of paper; vertical division of paper; system of marking large and small sheets; multiplication process to determine number of cuts; determining number of large sheets a job will require: paper cutter, machine operations, care, and safety; cutter parts and their functions; reading paper dimensions; determining grain direction, long and short.

Bindery Preparations and Operations

Machinery types and safety, folder, sticker, and drill; folder parts; functions, maintenance, settings, 1 folding, and safety; 3 fold procedure; stitcher types; side and saddle; stitcher care and maintenance: personal safety, operations, parts, and function; drill parts, functions, maintenance, settings, safety, and operations; colating procedure and purpose; padding materials and procedures.

Date Assigned________

Date Completed________

ACTIVITY 39

Occupation: Graphic Artist (Silk Screen Artist and Layout Artist)

Tasks: Responsible for visual effects of variety of materials: creates, plans and designs illustrative material and printed matter.

Operations: A. Silk Screening
Rubs paint or any other colored fluid over a prepared stencil, allowing paint to penetrate unprotected portions while protecting the masked portions.

B. Layout (Usually associated with advertising industry)
Constructs or arranges elements of the advertisement, selecting and laying out copy, sketches and photographs and determining color and other elements of design; prepares a rough sketch for approval by others in art department.

Skills:

A. Silk Screening

Construction of frame; strips cut, strips joined together; frame sandpapered; preparation of fabric: selection of fabric for screen (silk, organdy, etc.) stretching of fabric onto frame construction of base board: selection of board, selection of guides and attachment to board, selection of hinges and attachment to baseboard and frame; selection of materials for leg stand and attachment to frame.

1. Paper Stencil Method
Use and care for stencil paper, stencil knife, sharpening stone and squeegee; centering of origianl drawing on printing base, setting of registry guides; fastening of stencil paper over the original; trace-cutting of design onto paper; adherence of stencil to silk screen by paint; stripping of stencil off silk, leaving areas to be blocked on; application of paint onto screen by squeegee; removal of stencil; washing of screen.

2. Block-out Stencil Method
Selection of block-out liquids; glue, lacquer, or shellac; thinning of liquid if necessary; selection of brush; centering of original on base and setting of registry guides; tracing of original with pencil, or pen and ink onto silk; removal of original; brushing in the screen with glue, lacquer, or shellac on parts to be closed; stencil checked for pinholes after blocking out liquid has dried; stencil retouched if necessary; paint squeegeed through silk; dissolution of stencil; removal of paint.

3. Photo Silk Screening Method
Preparation of design on white paper; taping of clear acetate over pencil design; reproduction of a positive image of design with acetate ink; cutting of photo silk screen film to size; light exposure of film; development of film in chemicals; film moved to a support and washed with hot water until image washed clean; film layed on paper build-up and silk screen pressed onto film; blotting with paper; drying of film; image printed with squeegee onto paper or material; cleaning of ink or paint from screen; removal of stencil from screen.

B. Layout

Comprehension of purpose and advantage of planning; consideration of product objective, product personality, person product is for, layout format and requirements, approximate dimensions, number of pages, number of copies; identification of types of layout, their purpose, characteristics, procedures: thumbnail, rough, comprehensive; identification and use of tools: drawing board, triangle, t-square, paper, pencils, ruler, line guage, eraser, and cement; knowledge about type style, point system; comprehension of design principles: spacing, proportion balance, contrast, unit; color principles: eye response, color harmony, color psychology; knowledge of purpose and use of: overlay sheet, page layout, and dummy layout.

Date Assigned________

Date Completed________

ACTIVITY 40

Occupation: Writer (News and Advertising)

Tasks: Researching, organizing, and editing information in a clear, written form.

Operations: A. Newswriter
Gathers information about current events through interviews, attendence at news happenings, or other forms of research.

B. Advertising Copywriter
Creates the headlines, slogans, and text that attracts buyers through analysis and synthesis of information collected about products and the people who might buy them.

Skills:

Language

Ability to write with clarity, to use words precisely, distinguishing shades of meaning; understanding and practice of effective communication; ability to write well-constructed sentences, well-constructed paragraphs, and well-constructed stories or articles; use of verbs of action to portray scenes and characters; logical sequence of ideas; knowledge of the journalistic style, editorializing, and preparation of copy; ability to proof read; ability to spell correctly and punctuate properly.

Typing

Speed and accuracy

Research

Identification of pertinent facts; analysis of information; recognition of the "gist" of the matter, yet attention to detail; ability to apply writing skills in organization of facts to communicate clear, coherent article or story to readers.
Newswriter -- careful observation and accurate description; attention to detail; knowledge about several different fields or aptitudes; relaxed manner, ability to establish immediate rapport, communicate easily and mix well with all types of people; inquiring mind.
Advertising Copywriter -- collection, analysis, and interpretation of information about products and customers; identification of relevant facts so that copy can be prepared which attracts customers; understanding of the role of the consumer; comprehension of the power of persuasion, propaganda; comprehension of the process of effective communication; technique of writing which will most effectively persuade customers to buy company's product; a flair for writing; basic writing skills listed earlier, i.e., sequence, cohesion, punctuation, spelling, typing,etc.

APPENDIX G

SYNTHESIS OF INFORMATION
and
TRANSLATION OF FINDINGS
INTO SUGGESTED ACTIVITY

INTRODUCTION

Project staff screened and synthesized information from over 1,000 references in preparing this summary. Each entry in this appendix is a suggestion/interpretation based on two or more research articles. The items are written as normative suggestions from which a local director may select and follow in developing a model program. The information is organized by topic and by issues within each topic as follows:

1) Major conceptual issues in career education, particularly as the issues relate to students with handicapping conditions:
    a) Guidance and counseling
    b) Diagnosis and testing
    c) Evaluation
    d) Needs Assessment
    e) Placement and follow-up
    f) Mainstreaming
    g) Curriculum

2) Major conceptual issues in communications and media, particularly as they relate to jobs, occupations and skill levels within cluster:
    a) Jobs in cluster
    b) Curriculum development relative to these jobs
    c) Facilities and equipment
    d) General imperatives

3) Major issues/strategies related to work stereotyping of persons in handicapping conditions:
    a) Attitudes of employers
    b) Attitudes of public
    c) Methods of impacting on attitudes

4) Program functions and/or elements that have a high probability of facilitating or inhibiting program success:
    a) Listing of elements
    b) Some specifics

5) Information about curriculum development K-12:
    a) Format/Method
    b) Content

6) Information relative to in-service teacher training as well as parent and employer training:
    a) Teacher in-service ideas
    b) Parents and community

I. Major Conceptual Issues in Career Education as the Issues Relate to Students with Handicapping Conditions

A. Guidance and Counseling

1. Counselors must focus on "multipotentiality" instead of counseling students into one occupation. Students must be encouraged to develop awareness and skills in a variety of areas since adaptability is at a premium in today's world. Vocational adaptability is to be encouraged in clients since a person's occupation is likely to be temporary; changing career direction will occur for most persons, at least four (4) times during their working life span.

2. Teachers and counselors must have a close working relationship if a comprehensive individual diagnostic and prescriptive program is to be operationalized since a sharing of identification, diagnostic, prescriptive and feedback information is a prerequisite to such a strategy.

3. Testing/assessment programs are important, but flexibility should be maintained. An individual must not be placed in an IQ category for the purposes of occupational counseling. Each person must be considered on their own merits, regardless of what the majority of those in the IQ classification do for a living. Remember that some evidence suggests that 75% of those children classified as EMR might be so classified because of cultural disadvantagement rather than a mental handicapping condition.

4. School counseling programs must direct greater amounts of their efforts toward vocational counseling since the majority of students will not attend college. Personal counseling and career counseling go hand in hand rather than being mutually exclusive categories.

5. Career guidance should be based on a constant monitoring of development rather than being localized at a relatively narrow point in time. It must be initiated at an early age and continued on a regular basis.

6. In addition to making information available on career planning, students should be instructed in the use of the information. For example, current lists of job openings is a critical component in a thorough guidance program. Students must know how to access information and apply for jobs.

B. Diagnosis and Testing

1. Testing must be done on an individual, case-by-case basis.

2. Factors related to job performance such as perceptual speed, dexterity, and memory are important; reading and verbal skills are not absolutely necessary for evaluating job success since the correlation between manual dexterity and work potential can be used as a predictive device.

3. Job maladjustments are often due to poor interpersonal skills; testing and diagnosis should include these.

4. Test-train-retest probably is the best measure of skills of the mentally retarded student (ABAB design).

5. I.Q. is not a good predictor of job success.

6. Vocational adjustment scores showed no difference between EMR's and "normal" persons when both are comparably prepared for job placement.

7. Adequate predictive devices can be developed from norms of acquisition and from performance rate... but used independently.

8. Testing more accurately predicts the outcome of training rather than the amount of success on the job.

9. Check lists, although informative, are somewhat unreliable and unstandardized as evaluative devices.

C. Evaluation

1. Criteria for success are often poorly defined. Often the only measure is the employer's substantive evaluation of the student. Other types of program measures (internal) must be developed.

2. To evaluate performance, separate acquisition of awareness in information and skills from production of products; keep production as only one measure of performance. There are other relevant behaviors as well.

3. Performance rate would be an excellent evaluative technique as well as pre- and post-tests. Both are sensitive to small increments of positive or negative change.

4. Evaluation could be a multi-faceted procedure undertaken by parents, teachers, students, supervisors, and counselors. It must have formative and summative components.

5. Test-train-retest should be an effective means of evaluating student performance, especially useful with the criterion-referenced notion.

6. Representatives from education, government, and testing organizations could help in developing teacher evaluation instruments.

7. Performance-based evaluation of teachers is an alternative to subjective supervision evaluation... if one can adequately identify and specify the competencies and observe a "typical" assessment of teacher behavior.

8. Face-to-face supervision with video feedback, remote supervision with video feedback and peer-to-peer "supervision" and/or video feedback for self comparison all produce equal changes in teacher behavior and are adequate evaluation and education techniques.

9. Several studies indicated that student feedback improved teacher effectiveness while supervisor feedback did not; furthermore, the effects of the two combined did not exceed student feedback.

10. Formal education, practice teaching, size of libraries, hours of course work and so forth are not significantly correlated with job performance.

11. Program evaluation must be accomplished through evaluation of (a) segments independently and (b) the program as a totality.

D. Needs Assessment

1. Needs assessment is the most often neglected area in program planning and development; it deserves more expenditure of funds to precisely identify problems.

2. Needs of schools can be determined by community site visits, interviews with state and local vocational personnel, students enrolled in programs and reports submitted and state and local agencies.

3. Needs assessments must encompass individuals, schools and community... as well as goals and objectives.

E. Placement and Follow-up

1. Specific personnel in this area is preferred over shared-duty personnel.

2. Success in job placement is related to job supervision. Job counselor's interview with each student on pay day has been demonstrated to be important. Study data suggests that students who have worked previously are the most likely to get job placements upon graduation. On-the-job training is of great benefit.

3. In order to effectively place students in employment, the placement officer must deal with employers' attitudes toward the student in question (during all phases) as well as attitudes toward the school.

4. A "follow-up file" must be maintained by school counselors.

5. Schools must have a close relationship with business, industry, and government, particularly those agencies that are involved in youth employment.

6. Educators should be aware of the current and projected area job market. This can be accomplished through interviews with area employers and the application of state and regional manpower data to local areas.

7. Placement officers should be concerned with follow-up as well as placement. A follow-up file should be maintained on each graduating student or drop out.

8. Advisory committees may be enlisted to assist in placement and supervision of student in work placement.

9. A comprehensive, 100% system is preferred — especially if re-entry is possible.

10. Nothing replaces personal contact.

F. Mainstreaming

1. Children placed in regular classes have been found to be academically superior in achievement to those in special classes.

2. Children in special classes are superior in social adjustment to those in regular classes. The implication is that teachers in regular classrooms should be more concerned with the social adjustment of their mainstreamed students. It seems to be totally neglected.

3. Emotionally, physically, and mentally handicapped students become more fully developed personalities through learning with normal children. Too many "mental" handicaps are disadvantagements.

4. The teacher must view the handicapped child as a normal child with special needs. The teacher must learn as much about the child as possible; be aware of the normal range of behaviors for the age group involved; have positive and realistic expectations of the child through focusing on the strengths; enforce the rules of the class, and deal with others' reactions to the handicapped child; and incorporate the handicapped child into the regular classroom routine.

5. Ability segregated classes seem to have detrimental effects on both the feelings of exceptional children about themselves and of others toward them.

6. Viable short term alternatives to regular class placement include: (1) resource room placement, i.e., rooms where specialized remedial work in specific areas is offered, afterward the student returns to the regualr class; (2) special classes in those areas in which the student has difficulty, all other time is spent in regular class (part time special education).

G. Curriculum

1. Broad Stroke Imperatives

a) Flexible curriculum is a necessity; it should be structured to student needs and interests; it must include a counseling component and must be prescriptive and progressive.

b) Unique, personalized learning styles of handicapped must be emphasized; however, avoid pre-conceived notions about what is not possible. Teachers may have expectations about student performance which have a stronger effect and may be more stereotyped than peer expectations.

c) Create a supportive atmosphere through interaction and peer group support. A supportive environment opens many possibilities.

d) Utilize local community in curriculum development in at least the areas of a) awareness, b) exploration, c) social skills, d) leisure time, e) advisory committees, f) manpower assessments, g) equipment needs, h) evaluation, and i) training and placement.

e) Utilize advisory committees to assist in writing curriculum.

f) Key skill training component to entry level skills.

g) Utilize transfer of training within a cluster area whenever possible.

h) Try to merge career education into on-going curriculum.

i) Adapt each activity to each handicapping condition.

2. Areas To Be Addressed

a) Social Awareness - include communication and interaction skills which too often is a chief problem of the handicapped; utilize peer work including tutoring.

b) Self Awareness - positive self concept and self awareness skills are prerequisites to a functional adult life.

c) Career Awareness - notion of work and work values, expectations and rules are of critical importance; the range of opportunities is vital.

d) Decision Making - shaped by social factors such as interpersonal relationships and reference groups; life decisions, not just career decisions must be emphasized; group decision-making and games are particularly effective techniques; decisions are not final, just informed.

e) Job getting/holding skills - often neglected areas of role development must be addressed directly in realistic fashion.

f) Money Skills - critical areas of role development especially for handicapped, need to encompass such items from elementary school, as counting of money to truth-in-lending.

g) Skill Training - important to entry level skills in some occupations within each cluster addressed; adds continuity to program.

II. Major Conceptual Issues Within Communications and Media, Particularly as They Relate to Jobs, Occupations and Skill Levels Within Cluster

A. Jobs encompassed within the cluster area include, at a minimum the following:

lettering, postermaking, stenciling, commercial art, printing, binding, graphic arts, mechanical drawings, photography, basic communications theory, audio-visual management, projection, audio and video recording, production of materials, equipment maintenance and repair, radio and t.v. broadcasting, bookbinding, screen printing, offset lithography, drafting-advertizing, writing, composition/paste-up, electro/stereotyping, photoengraving, design, display, laboratory work, and so forth. Dictionary of Occupational Titles offers the most complete listing.

B. Curriculum development relative to these jobs

1. Job requirements should be a basis of many curricular decisions.
2. One must group occupational instruction areas by commonality of tasks and/or experiences, also useful in exploration and awareness.
3. Tie materials together through transfer of skills, ideas and experience... . There must be a sequencing of materials and a continuity of thought.
4. Focus on several skills in training rather than intensive training for one specific occupation, emphasizing exploration and awareness within an entire cluster.
5. Train up to entry level skills in occupations in comprehensive program.
6. Utilize hands on and/or simulation exercises whenever possible... emphasize activity rather than solely written materials.
7. Use prediction methods for local job market to determine training emphasis and amount of manpower/labor requirements.
8. Use local job survey to identify specific tasks for inclusion in training.
9. Use local job scene for placement and training and the entire community for exploration and awareness.
10. Match training to local jobs, but construct training level to abilities and skills of students.

C. Facilities and Equipment

1. Printing and other industries in the communications and media cluster area must be contacted for recommendations regarding equipment needs in offering a comprehensive high school course in the respective area. This notion carries over into materials for lower grades as well.

2. Facilities for a communications and media curriculum include a darkroom and graphics. Additional important options are video equipment, studio, electronics shop, art rooms, language laboratory and drafting.

3. Curriculum materials may be interestingly presented by closed circuit t.v., transparencies, and models. Efforts must be made to use the medium to teach the medium, especially with handicapped students.

D. General Imperatives

1. Try to eliminate the time lag between the identification of new jobs and their inclusion in training programs.

2. Integrate area with "life skills" awareness of self, others and careers for a total program.

III. Major Issues/Strategies Related to Work Stereotyping of Persons With Handicapping Conditions

A. Attitudes of Employers

1. Chief resistance based on fear of unknown; employers who have not hired a handicapped individual are the most difficult to convince.

2. Surveys of employers generally indicate receptivity toward hiring the handicapped.

3. Mobility, sociality and maturity are the three major difficulties employers recognize.

4. Insurance and tax provisions for the handicapped need to be explained.

B. Attitudes of Parents

1. Parents too often assume that one handicap requires that another be present.

2. Parents are as guilty of expectation problems as are teachers.

3. Handicapped is assumed to mean mental retardation.

4. If involved, parents provide excellent support system.

C. Methods of Impacting on Attitudes

1. Exposure and personal contact is best means.

2. Utilize pre-work training program as a means of overcoming employer stereotypes.

3. Brochures displaying people on the job and references from employers are another effective strategy.

4. Prepare training manuals for professionals relevant to ways of overcoming stereotyping of the handicapped.

5. Use advisory committees, sprinkled with parents of handicapped children to gain entry in the community.

6. The media may be another effective means of conveying message.

7. Work characteristics of the handicapped include the following:

a) comparable to that of other workers
b) are more consistent in their work
c) move around and talk less
d) fit in well with others
e) practical
f) tend to use more stability in repetitive tasks where there is a lot of turnover.

8. Many jobs for disadvantaged and handicapped are specialized and highly repetitious. Job satisfaction and performance can often be improved through job enlargement (i.e., decision-making, responsibility, novelty, or just a change of pace.)

IV. Program Functions and/or Elements That Have A High Probability of Facilitating or Inhibiting Success

A. Listing of Elements

1. Must involve segments or representatives of the entire community in advocacy or collaborative effort.
2. Mainstreaming may be a beneficial strategy.
3. Curriculum must be multi-leveled, adaptable and sequential.
4. Attitude and exposure are critical.
5. Must have personalized-precriptive program for each handicapped child.
6. Counseling program must be extensive and include testing and career information; consider making it required.
7. Parent involvement is a very critical variable although the degree of involvement is negotiable.
8. Teachers require in-service (and pre-service) training on working with handicapped children.

B. Some specifics

1. To speed programmatic implementation for the mentally retarded, the following must occur:
   a) early identification of MR
   b) matching child's learning needs to approximate learning materials
   c) provide a practical curriculum based on needs, interests, and capabilities
   d) provide facilities, equipment, and supplies that will support such a curriculum
   e) specially trained teachers
   f) a well designed guidance program
2. Low IQ, low SES students may have deficiencies based on emotional/motivational differences rather than cognitive differences. Unless a) need for attention is satisfied, b) the failure set is reversed, c) and adequate problem-solving approaches are deterred, probability of success is low.

3. Motivational deficiencies may account for the inferior academic performance of disadvantaged students. Children with a history of excessive failure differ from those without such a history. These variables as they relate to handicapped students are: a) expectancy for failure, b) other-directedness and c) positive and negative reaction tendencies.

4. To increase student motivation to learn, use rewards and learning materials which facilitate student success. Have the student set small goals as a means of achieving a more long-range goal. Help to change the locus of control from external to internal. All these should facilitate skill training and also improve self-concept. Goal setting can also be used in counseling.

5. The following suggestions should be helpful in establishing an occupational training program:

   a. specification of occupational tasks (job analysis)
   b. restating tasks into behaviorial objectives
   c. sequence the behaviorial objectives
   d. specify instructional activities
   e. design evaluation instruments.
   f. carry out program and give feedback from evaluation instruments

V. Information About Curriculum Development K-12 and Within Involved Segments of the Community

A. Format/Method

1. Emphasize audio, visual, tactile and other kinds of multi-stimulatory type devices in instruction.

2. For mentally retarded students, reinforcement in the form of pay is not reinforcement because it is too delayed--child should be trained in a simulated job exercise in the delayed receipt of pay for work. Programs should also work with savings and checking accounts in the same manner. The idea is to start with continuous reinforcement and taper off to intermittent reinforcement; piece-rate is superior to salary in maintaining behavior; verbal instructions are potent antecedent conditions in producing behavior.

3. Students trained in achievement motivation simulation exercises were pre- and post-tested with vocational development inventories, the semantic differential and the classroom climate scale. Scale results revealed significant differences between the trained and the untrained students; vocational maturity increased as a result of the treatment.

4. Personalized materials, according to rate, interest and ability pay good dividends.

5. Mentally retarded students tend to be more adept at memorization than reasoning; reasoning skills should be high priority in career education curriculum.

6. Manipulate the environment such that the peer group becomes a principal means of support.

7. Manipulate the environment such that notions being taught are reinforced over time.

8. Emphasize concrete skills and concrete reasoning first.

9. Center work units around people in occupations. Simulate realistic occupational experiences in the classroom thereby better enabling students to match their own capabilities and occupational choice. For example, for one or more periods, students could "work" at different occupations and get paid play money for doing the work.
    a) A behavior checklist could be used to evaluate performance.
    b) Point out related employment possibilities--make presentations free of sex bias.
    c) Simulate coffee breaks.

d) In-school use of classified ads.

e) Students prefer "working" to seeing a film about, or talking about a job.

f) Institute varied "mini" experiences.

10. Vary interest and reading level within each unit.

11. Programmed and audio-visual materials are effective when used in conjunction with materials presented by the teacher.

12. Criterion-referenced tests for the vocational disadvantaged and handicapped student is preferred over norm-referenced tests. A program's effectiveness is related to (a) individual differences (not accounted for in norm-referenced tests); (b) instructional objectives (communicate teacher expectations to learners); (c) test construction (based on objectives); (d) remediation (incomplete skill mastery without failure); and (e) social consequences.

13. Incorporate familiar ideas into materials whenever possible.

B. Content

1. Social and socialization development (especially interaction skills) should be emphasized.

2. Skill training should not exceed entry level skills.

3. Utilize simulation and hands-on training when possible, including field trips and real materials.

4. Relate classroom activities to an immediate job in upper grades; relate to parent occupations in lower grades.

5. Emphasize work-related behaviors and interpersonal skills.

6. Time and motion studies could be used in training to give students experience in this technique before being exposed to it on the job.

7. Knowledge about careers cannot be imparted in the 12th grade; it must occur significantly before that. Vocational readiness (maturity) of 8th and 9th grade vocational-technical students is questionable. Thus, the curriculum should consist of a junior high career exploration program, grade 9 cluster area exploration, and grades 10 through 12, narrower career preparation.

8. Curriculum must include job finding, securing and holding skills.

9. Curriculum should emphasize the importance of work and a multiplicity of work values.

10. The content should include information on wage, payment and spending concepts as well as job acquisition skills.

11. The content should emphasize self-concept and self-image.

12. Language is considered the critical difference between the middle and lower SES child. Text material should be adjusted accordingly.

13. Self care, responsibility and personal development are also an important part of life skills...

14. Behavioral modification skills could be taught to students to promote self-directed behavioral management.

15. Work and life activities as they relate to buying, selling, and saving are necessary life skills components. Students could explore why people work, how work contributes to the functioning of societal and individual welfare, the role of labor organizations and banking could also be included.

16. Citizenship, patriotism, housing, feeding, clothing and maintaining a family, traveling, communicating, physical fitness and recreation, seasons and holidays, and child care could be incorporated.

17. Pets, dating, marriage, making friends, safety are essential to a comprehensive unit. Other topics might include eating, speech, writing.

18. Students must be taught the meaning of social cues and signals and appropriate responses in the adult world. This is especially important in keeping a job as evidenced by the fact that most workers are fired for failure to get along with others (poor social responsiveness) rather than incompetence. Units could include making a good impression, shopping and buying, the the department store, living on your own, getting and keeping a job, after hours, and getting along with others. Teaching techniques could include slides, tapes, seatwork, quizzes, competitive games, role playing, and field trips.

19. Teaching of adult roles is also important.

20. Utilize concrete reasoning to overcome limitations to analogical reasoning.

VI. Information Relative to In-Service Teacher Training As Well As Parent and Employer Training

A. Teacher In-Service Ideas

1. Research on in-service training programs based on data from participants suggests that lectures be kept to a minimum, allow ample time for discussion, and provide practical instruction on how to apply the techniques presented.

2. To produce a long-lasting change through in-service education, the entire staff should be informed and involved in the program. It must also be recognized that many teachers resist change and insist on adhering to the traditional ways of doing things. Unless in-service directors devise ways to insure staff commitment to change, in-service education will surely fail or at best have only short term effects.

3. Attitude change in resistive teachers can be accomplished through techniques based on Festinger's theory of cognitive dissonance. Active involvement through role-playing is effective in producing attitude change, but only if the subject is required to play a discrepant role.

4. Self-instructional packages, video teaching and consultant teachers are other procedures that can have a positive effect on changing teacher behavior.

5. Teachers need instruction about integrating the career and vocational and academic curriculum.

6. Workshops on the writing of behavioral and performance objectives is a need for most school systems; criterion-referrenced instruction is of great benefit.

7. A case-study approach to in-service training is an effective way to simulate experiences that the teacher may encounter in the classroom.

8. Teachers need instruction about appropriate ways to teach career awareness. Instruction in the preparation of instructional units, the use of multi-media aids, field trips, and the use of community resource people must occur.

9. Special assistance must be provided by teachers to achieve mainstreaming.

10. A continuing debate occurs over whether it is necessary to conduct a complete in-service program before the initiation of mainstreaming.

11. Instruction related to compiling lists of job entries, preparing job descriptions, tasks analyses, and developing learning activity packages (LAPS) would be beneficial in making the transition from the traditional curriculum to career education.

12. Also helpful for teachers would be training sessions to help teachers understand the disadvantaged student and to develop teaching strategies to meet their learning needs. Participating in field trips and tours of the agencies that serve the disadvantaged would help teachers acquire a broader perspective of the disadvantaged population as well as to provide teachers with a list of resource personnel to whom they may turn if special services for some of their students are needed.

13. Necessary to the operation of a classroom is the maintenance of an orderly learning environment. Behavior management techniques are helpful to teachers in controlling classroom behavior. Assisting teachers in the classroom to institute a behavior management program is superior to the seminar method. Also, learning theory based strategies appear to be useful and practical. Baseline data collection, if needed, should be collected in such a way that instruction is not neglected. The system should not disrupt classroom administrative procedures. Finally, whenever possible, classroom-produced reinforcers should be used rather than purchased reinforcers.

B. Parents and Community

1. The Comprehensive Career Education Staff Development Questionnaire is useful in detecting staff opposed to career education and deciding who is to participate in the attitude-change module.

2. Parents are capable of doing a great deal of training in the home.

3. Offer mini-course in career education for parents before instituting one in the school.

4. It is essential to assure parents that career education is not a program that will channel their children into limited careers nor one that would conflict with a college education.

5. Offer courses for parents of disadvantaged or slow learners. Help parents to establish individual goals for family and institute a behavior modification program in the home compatible with that in the schools.

6. In order to increase employer receptivity to hiring vocational students, the school should (a) create employer interest and participation in the program, (b) train supervisors to work with these students, and (c) prepare students to work on the specific job assignments.

7. Employers can be approached personally, in the media, by letter, through a brochure or through a civic organization or church.

8. Employer contacts with other employers is another useful method.

9. Employer-rating scales tell the teacher/supervisor very little of the employers' real feeling about the student. Employers often give the student a rating of "good" on a scale of excellent, good, fair, poor for reasons which they cannot adequately substantiate (halo effect operating). Employers may lack the ability to use the scales properly or the scales may be poorly constructed—a better alternative might be a forced choice type scale of higher reliability and validity.

10. Involve employers in formative and summative evaluation in order to get their planning assistance and to guarantee personal involvement/committment to the program.

APPENDIX H

External Review Package

January 1977

Dr. Jim Paul
Dr. Jim Morrow
Dr. Kim Fishell
Dr. Cleo Johnson
Dr. Joe Clary
Dr. Bob Worthington

It was good to talk with you with regard to the evaluation activities on our project, "Development of a Program Model in New Careers for Handicapped Children and Youth (Communications and Media Cluster)"; we are very pleased that you are able to participate in this activity.

Enclosed please find several materials which bear on the evaluation. Specifically, there is included (1) a copy of the draft of the Final Report, (2) a set of evaluation questions together with a project abstract and a list of project objectives for your responses, and (3) a memo for you to retype on your letterhead and return to me for reimbursement.

As discussed earlier, we would like to receive your responses during the week of March 21 and anticipate a conference phone call--or a series of individual calls--to discuss the process during the following week.

We look forward to your comments. If you have any questions, please do not hesitate to call.

Very truly yours,

Eric Rice

ER:dml
Enclosure

System Sciences, Inc.

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Chapel Hill, North Carolina 27514

Chapel Hill 919 929-7116
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PROJECT ABSTRACT

TITLE: Development of a Program Model in New Careers for Handicapped Children and Youth (Communication and Media Cluster).

PROJECT NUMBER: #300760006

PROJECT STAFF/INSTITUTION: Eric Rice

System Sciences, Inc.
121 South Estes Drive
P.O. Box 2345
Chapel Hill, NC 27514

PERIOD: Fall, 1975 - Spring, 1977

FUNDING: $66,000 (including LEA sub-contract)

PURPOSE OR OBJECTIVES: The purpose of the proposed project is to develop a program development model for new careers for handicapped children and youth. This comprehensive career education model will be developed and demonstrated in close coordination with the Shelby City School System, North Carolina. The proposed model will be designed to serve all handicapped children in the school district utilizing a "mainstreaming" approach and philosophy in the delivery of services. The career education cluster to be emphasized is Communication and Media.

Major objectives of the project include: (1) development of a comprehensive prototypic model for implementation of a life-work system within a community, utilizing the school as the primary delivery system; (2) creation of a program model with the capability for role development, attitude change, decision-making, and concept awareness for both the handicapped student population and those who either instruct and/or work with them; (3) development of an extensive in-service training program that will assist all teachers of handicapped children including special education, vocational education, and related academic areas to better meet the needs of handicapped children and youth.

PROCEDURES: To achieve the purposes and objectives outlined for the project, a preliminary program model has been sketched, the LEDGERS Project. As a flexible, goal-directed approach, it can be adapted to the classroom school, or whole system as a means of providing skills necessary for a career and a productive life. LEDGERS consists of the following components: (L) Life Skills; (E) Exploration and Awareness of Careers; (D) Decision-Making; (G) Guidance and Planning; (E) Experience; (R) Role Development and Refinement; (S) Societal Placement and Follow-Up.

In conducting the project, and fully developing the preliminary program model, fourteen (14) major tasks are proposed to be completed over a 15-month planning and development period.

Specific procedures to be involved include: analysis of occupations in the career cluster of Communication and Media as well as the identification of new and emerging occupations in this career cluster; the formation of a Community-Home-Individual (CHI) Committee composed of school officials, community and business leaders, parents and students to work closely with the project; needs assessment activities involving students, teachers, school facilities, and community; and program model development encompassing ten specific areas.

PRODUCT/RESULTS: The anticipated impact on career education for the handicapped is related to three major intended project outcomes. First is the optimization of the handicapped students' abilities, independence, marketable skills, and decision-making competence through systems integration. Second, a comprehensive prototypic model will be developed which will permit full exploration of the cluster area of Communication and Media to provide meaningful experiences and occupations for the entire range of handicapped children and youth. Third, the project will produce a number of hard copy deliverables and thorough documentation which will permit other school systems across North Carolina and the nation to assess the potential usefulness and practicality of this program model in Communication and Media for their community and their school system.

GOALS AND OBJECTIVES

The broad goals and objectives for the project are as follows:

1) To develop a comprehensive prototypic model for implementation of a life-work system within a community, utilizing the school as the primary delivery system;

2) To create a program with the capability for role development, attitude change, decision-making, and concept awareness for both the handicapped population and those who either instruct and/or work with them;

3) To expand the cluster area of Communication and Media such that the range of jobs and their interrelationships are developed to the extent that the total population of handicapped individuals can be provided with appropriate job training and placed in positions which permit meaningful and self-fulfilling work.

4) To organize a personalized career growth program focusing on continuing individual diagnosis, assessment, prescription, counseling, and guidance for handicapped children through their school years and continuing into placement and follow-up activities on the job.

5) To develop a competency-based personalized, individualized, modularized, mastery learning type training program organized through the school curriculum in order to provide numerous, alternative, self-paced instruction in life skills, awareness and exploration, decision-making, planning, skill development, role development and refinement, and community orientation.

6) To develop an extensive in-service training activity program that will assist all teachers of handicapped children including special education, vocational education, and related academic areas, to better meet the needs of handicapped children.

7) To develop practical means for overcoming the limiting stereotypes that too often exist in communities, teaching staff, and students about the potential of the handicapped.

8) To create a flexible, responsive total program model to attack the research problem of providing real vocational-career opportunity to the handicapped.

INTENDED OUTCOMES

Among the intended outcomes of the proposed project are the following:

1) Systems Integration

The outcome of the project is the optimization of the handicapped students' abilities, promoting independence, salable skills, and necessary decision-making strategies. Based on the interdependence of home, school, and career, the handicapped person will have the opportunity to lead a productive self-enriching life, experiencing success and responsibility in both school and community.

2) Program Model or Paradigm

A comprehensive prototypic paradigm will be developed whith will permit full exploration of the possibilities of the cluster area of Communication and Media to provide meaningful experiences and occupations for the entire range of handicapped children. This comprehensive paradigm will include a number of nested models, including the following: a theoretical model of career education, a model of the new/emerging and expanding occupations in the career cluster of Communication and Media, a general systems model for integrating the program into the community, a program model for utilizing the school as the primary delivery system, and as an instructional/evaluation model for meeting the needs of individual children.

3) Strategies and Implementation

Operationalizing these models involves securing and maintaining commitments from community and business, while establishing an awareness of and sensitivity to the handicapped, their skills, their potential and their importance within the community.

Through the school, teacher training, establishing student and teacher recruitment practices, formalizing administrative programs, and integration of handicapped and non-handicapped students in a viable career education program will produce a perpetuating system, responsive to student and community needs; which would allow the handicapped to become fully functioning members of the community.

4) Potential for Transportability

The project will produce a number of hard copy deliverables which, collectively, will permit other school systems to assess the potential usefulness and practicality of this program in Communication and Media for their community and their school system.

GENERAL DIRECTIONS

The purposes of this review are to help us strengthen this program model for submission to the Office of Education and in its operation in a local school system. The enclosed questions are intended to shorten your task by focusing your reading; however, please do not feel limited by these questions should there be other areas of interest or additional points to be made. The idea is to derive information from you that we can use to make decisions as we revise this draft into a Final Report and as we write the Administrator's Implementation Manual and Executive Summary.

We do appreciate your assistance.

Be assured that you are reading a draft and that some portions of the curriculum, in-service program and parent materials have yet to be completed.

REVIEW QUESTIONS

A. Introductory Questions

1. Are the assumptions and intentions clearly spelled out?

2. Are the goals justified in terms of your understanding of career education, communications and media, and meeting the needs of the handicapped?

3. What additional assumptions, or goals, would you include?

B. Planning Questions

1. Was the needs assessment procedure adequate? What would you add?

2. Which portions of the assessment would you judge to be most, and least, useful?

C. Model Questions

1. What is your judgment concerning the conceptual adequacy of the program (elements, components, and specific techniques or mechanisms)?

2. What is your judgment concerning the adequacy and relevance of the designated model components (systemic adaptations, curriculum, collaborative support services)?

3. Are there other components that should be included?

4. Which specific mechanisms or techniques within the components are adequate and which are inadequate?

5. What other mechanisms might be included? Are there others that make better sense in terms of the chosen components or elements or assumptions or goals?

D. Questions About Model Components

1. Please comment on the curriculum in terms of:

   a) Scope

   b) Content

   c) Format

   d) Sequence

   e) Language use

   f) Congruences with goals and assumptions

2. Is the in-service program adequate to meet the needs of teachers? How could it be improved?

3. Do you have specific suggestions concerning employer and/or parent materials?

4. What are your thoughts concerning the guidance and counseling procedures? How might they be strengthened?

5. Are the organizational mechanisms such as the aide program and the diagnostic program clear? How might they be improved?

E. General Questions

1. What sections of the model need to be strengthened and how?

2. How can the information be presented more clearly?

3. Is the description of method sufficient? How might it be improved?

4. Please list three ways you would improve the program model.

5. What would you include in the Administrator's Implementation Manual?